

**USING WRITTEN FEEDBACK TO IMPROVE THE TEACHING AND  
LEARNING PROCESS OF WRITING AT CLASS XF OF SMA NEGERI 1  
DEPOK, YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

Presented as the Partial Fulfillment of the Requirements  
for the Attainment of the *Sarjana Pendidikan* Degree  
on the English Language Education



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2013**

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### USING WRITTEN FEEDBACK TO IMPROVE THE TEACHING AND LEARNING PROCESS OF WRITING AT CLASS XF OF SMA NEGERI 1 DEPOK, YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

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A Thesis



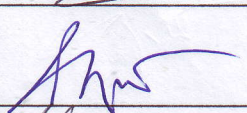
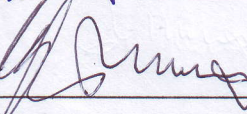
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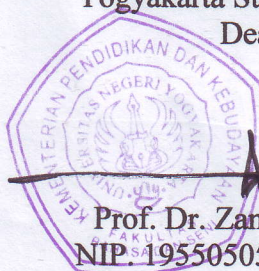
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Februari 2013

Penulis,



Ruri Susanti



## **DEDICATION**

This thesis is dedicated to my beloved father and mother  
who affectionately give me support and prayer to reach  
my dreams

## MOTTOS

Fear of failure has always been my best motivator  
-- Douglas Wood --

Say what you want to say when you have the feeling and the chance. My greatest regrets are the things I did not do, the opportunities missed and the things unsaid.  
-- Jim Keller --

Falling down is how we grow. Staying down is how we die.  
--Brian Vaszily--

Maka sesungguhnya setelah kesulitan itu adalah kemudahan. (Q.S. Al Insyirah: 5-6)



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Finally, the writer realizes that this thesis is far from being perfect so that she invites all critical comments. However, she hopes that this thesis would give a worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, Maret 2013

The Writer



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**ABSTRACT**

This research is action research which aims to improve the teaching and learning process of writing at Class XF of SMA Negeri 1 Depok, Yogyakarta in the academic year of 2012/2013 by using written feedback.

This research consisted of two cycles with four meetings in the Cycle 1 and three meetings in Cycle 2. It was held at SMA Negeri 1 Depok from July to October 2012. The subjects of this research were the students of class XF, the English teacher as the collaborator, and the researcher herself. The techniques of collecting data were by observing the teaching and learning process, interviewing the English teacher and students, taking photographs, collecting documents, and scoring the students' writing. The data were in the forms of field notes, interview transcripts, photos, samples of students' writing, and students' writing scores. In analyzing those data, the researcher used two methods, namely qualitative and quantitative methods. In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing or verification. The data were in the forms of field notes, interview transcripts, photos and samples of students' writing. In analyzing the quantitative data, the researcher used a writing rubric. The data were in the form of students' writing performance task scores.

The results of this research indicated that maximizing the use of media could improve writing teaching and learning process. The use of media successfully involved the students in the teaching and learning process. Since there was a media, the students' motivation also improved. They were enthusiastic and motivated in the writing teaching and learning process. The improvement of students' motivation affected the students' writing skill. The use of written feedback in the writing process was able to improve the students' writing skills in terms of ideas, grammatical features, and organization. Based on qualitative data sources, the implementation of written feedback in the form of codes enabled to help them to revise the mistakes related to the language use and mechanics. On the one hand, the use of comment also helped them to generate ideas well, organize the paragraph, and use appropriate vocabulary. In addition, they could revise the mistakes by themselves after getting the written feedback. The quantitative data sources indicated that students' writing scores in the two cycles increased. In Cycle I, there were 15 students who were in very good category, while 16 students were in the excellent category. In the Cycle 2, there were 6 students who were in very good category, while 25 students were in the excellent category.

## **CHAPTER I**

### **INTRODUCTION**

This study is aimed at improving the writing teaching and learning process of X grade students by using written feedback. This chapter consists of six sections namely background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

#### **A. Background of the Problem**

English as an international language has been taught in many levels of schools. It becomes one of the compulsory subjects at junior as well as senior high schools. In senior high schools, the teaching of English is aimed at providing a capability in order to face the globalization era. The students are expected to be able to get involved in communication using English in spoken as well as in written forms.

The aim of teaching writing in senior high school is to provide the students with the ability to produce texts in their own words. The texts which are written should be based on the components of writing such as spelling, punctuation, and construction of well-formed sentences, paragraphs, and texts etc. In writing, they need to focus on the process as well as the product. In addition, they need practices to improve their writing. Therefore, the teacher should teach them by considering about those components of writing.

Based on the preliminary observation conducted at class XF of SMA N 1 Depok, it was true that most students got difficulties to develop and share their own ideas in writing. They sometimes combined the sentences without considering the main ideas and supporting details. Therefore, their writing did not have unity and seemed not to be coherent. Moreover, they often wrote sentences by translating them into the English directly. As a result, they often wrote unorganized sentences. These mistakes made their writing illegible.

The lack of the students' English vocabulary was also another problem in writing. They found it difficult to use appropriate words to express their ideas into the text. Therefore, they were reluctant to write. Moreover, they only wrote few sentences. They also used inappropriate words in writing which caused their writing meaningless. They usually wrote ungrammatical sentences in writing; for example, they still used an auxiliary verb followed by a certain form of be in the active sentences. They could not either distinguished kinds of words that should be presented in their writing yet.

Furthermore, those problems became more serious when the students were not interested to be involved in the writing teaching and learning process. Monotonous activity and insufficient feedback from the teacher were identified as the cause problems. The media was not maximally used while LKS became the main source of the teaching and learning process. The students also did not get sufficient feedback intensively. The teacher did not give them appropriate feedback in order to improve their writing. He just corrected the students' writing and did not give them back to the students. Therefore, they did not really know

what their mistakes were. In addition, they made the same mistakes as they did before. This way did not really help them in improving their writing. Therefore, it is necessary to use the appropriate feedback in the writing teaching and learning process.

Since there was no feedback which was applied during the teaching and learning process of writing, the researcher and the teacher agreed to use some efforts to solve those problems which were appeared. Then, they decided to use written feedback which was intended to improve the teaching and learning process of writing.

## **B. Identification of the Problem**

To identify the existing problems, the researcher observed the teaching and learning process in the school. From the observation at class XF of SMA N 1 Depok, the researcher identified some problems related to linguistic and non-linguistic factors.

There is no doubt that writing is the most difficult skill (Richard & Renandya, 2002:303). The students have to write based on the mechanical components of writing. The deficiency of those components inhibit the students to generate good writing. When they are writing, they sometimes do not know what appropriate words to use. There is also discrepancy between the pronunciation of a word and its spelling. Moreover, they made many grammatical errors in their writing. Most of them were not able to develop their ideas well. The paragraph sometimes only consisted of the topic sentence without supporting details. They



did not know either how to relate the next paragraph in order to make it coherent one another. In addition, the paragraphs were not related each other.

The non-linguistic factor emerged from the students themselves. They assumed writing as a difficult activity to do. They even did not have motivation. In writing, they also needed a lot of time to review and revise their mistakes. Unfortunately, they did not know how to revise them. Therefore, they almost did the same mistakes over and over.

The teacher can motivate students by making a good condition of the class. The use of interesting materials and media can be applied to motivate them in the writing process. In addition, both of them can also influence the students' enthusiasm in doing the writing activities. Unfortunately, the materials and media which were used in the class were monotonous and less attractive. The impact was that the students did not have a good writing mastery.

Moreover, the technique is also another important aspect in the writing process. As a resource, the teacher can give a suggestion during the writing process in order to improve the students' writing. By giving suggestion, he can also encourage them to be involved in the writing process. However, he just corrected their writing out of the writing class. There was no suggestion given to them. In addition, they did not clearly understand what their mistakes were and how to revise them. In fact, they usually made the same mistakes related to the aspects of writing. Hence, it would be wise to use a suitable technique of feedback in the teaching and learning process of writing.

### **C. Limitation of the Problem**

From the identification of the problems above, the researcher then limited the problems into a more specific one. The researcher focused on the written feedback used by the teacher in order to improve the teaching and learning process of writing at class XF of SMA N 1 Depok.

#### **D. Formulations of the Problem**

Based on the limitation of the problem, the researcher then formulates the problem as:

- How do the written feedback improve the teaching and learning process of writing at class XF of SMA N 1 Depok in the academic year of 2012/2013?

#### **E. Objectives of the Study**

Based on the formulation of the problem, the objective of this study can be formulated as follow:

- To describe that the written feedback improve the teaching and learning process of writing at class XF of SMA N 1 Depok in the academic year of 2012/2013

#### **F. Significance of the Study**

This study is hoped to give contributions:

1. To the English Department, the researcher expects the result of this study can be a reference to the topic of teaching and learning process of writing.

2. To other researchers who want to discuss the topic of feedback in the process of teaching and learning writing, the findings of the research are expected to give more information and can be a reference to their study.
3. To the school of SMA N 1 Depok, this study hopefully will give motivation to conduct the English teaching and learning process of writing.
4. To the English teachers, especially those in SMA N 1 Depok, the result of this study can give the information about the importance of the implementation feedback in the teaching writing.
5. To the students, this study is expected to help them repair their mistakes after getting feedback. They will learn how to correct their mistakes.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of two sections namely theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories which are relevant to the topic. In the conceptual framework, the researcher relates the theory to the study.

#### **A. Theoretical Review**

In this section, it is discussed some relevant theories namely writing, feedback, and written feedback. The discussion of each part is presented below.

##### **1. Writing**

###### **a. Definitions of writing**

Writing is a result of thinking, drafting and revising in the form of written product (Brown, 2001: 335). It focuses on how students generate the idea, organize the paragraph, and revise their text into a final product. Moreover, there are some aspects that should be considered in writing such as the cohesion, cohesive, grammar, punctuation, vocabulary etc.

Richard and Richard (2002: 592) view that writing is the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching. Those processes should be implemented in teaching writing to get a good written text.

Moreover, Spratt (2005: 26) states that writing is a productive skill. It depends on how to produce language rather than to receive it. Writing is also viewed as producing which are involving the transmission of the writer's message

and making it clear for others. In other words, it is about having messages and communicating them to other people.

According to Langan (2005:13), writing is a process of discovery which includes a series of steps. It means that the writer does not write spontaneously. There should be a process before he writes a text. He should think and generate his idea first. Then, he states the idea into a written text by following the steps of writing. Moreover, he also states that writing is a way to communicate with others. It means that the writer shares his idea to the reader. Therefore, before writing, he should know what the purposes and who the readers are.

Harmer (2004: 86) also states that writing is a process. In the process of writing, there are some stages such as planning, drafting, editing, and finishing draft. Moreover, those stages help the writers producing texts.

From the definition above, the researcher can conclude that writing is the process of thinking and sharing ideas which is stated in the form of the written texts. The process of writing consists of stages such as planning, drafting, editing and finishing draft.

### **b. Micro Skills for Writing**

Brown (2001: 342) states the micro skills for writing production as follows:



Table 1: **The Micro Skills for Writing**

No.	Micro Skills for Writing
1.	Produce graphemes and orthographic patterns of English.
2.	Produce writing at an efficient rate of speed to suit the purpose.
3.	Produce an acceptable core of words and use appropriate word order patterns.
4.	Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
5.	Express a particular meaning in different grammatical forms.
6.	Use cohesive devices in written discourse.
7.	Use the rhetorical forms and conventions of written discourse.
8.	Appropriately accomplish the communicative functions of written texts according to form and purpose.
9.	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10.	Distinguish between literal and implied meanings when writing.
11.	Correctly convey culturally specific references in the context of the written test.
12.	Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### c. The process of Writing

Harmer (2004: 4-6) states that there are four elements in the writing process. The first element is planning. In this stage, the writer must decide what is going to be stated in writing. He has to plan it in his head. When he is planning,

he also has to consider about the purposes, the readers and the content structures of his writing. The second element is drafting. It is needed in order to cover the students' ideas before they continue to write a text. The next element is editing. It refers to the process of detecting and correcting grammar, lexical and other mechanism errors before publishing the final product (Ferris cited in Richard and Renandya, 2002: 303). Revising is the most important step in writing, especially for the people who write in a foreign language. Revising can improve what the writer has already written. The last element is finishing. When the draft has been revised and changed, it turns into the final product.

Moore-Hart (2010: 12) states that the stages of writing consist of prewriting, drafting, revising, editing, and publishing. In prewriting, the writers discover and organize ideas, set goals, and generate content by making a list or outline, and discussing them with partner. The next stage is drafting. The writers then develop ideas into a draft. They make points that are related to what they are going to write about. Then, they revise the content and do the editing of the mechanism of writing such as spelling and vocabulary. Finally, they publish their writing into the readers. They can perceive themselves as authors.

Richard and Renandya (2002:16) also state that there are five stages in writing. When the writers are going to write, they should have a plan of what they are going to say. The next stage is gathering ideas or making a draft which focuses on accuracy and fluency. When the writers have finished their draft, then they continue to revise it. It leads them to edit their text for example grammar, spelling,

punctuation, diction, sentence structure and accuracy for the final product. The last stage is evaluating. They can evaluate their texts before publishing their texts.

As a conclusion, there are stages in writing such as planning, drafting editing, and revising. Those stages which are explained above should be used in the process of writing. Those stages will help the students to write appropriately based on the aspects of writing.

### **c. Teaching Writing**

The students need to learn writing in order to able to express their ideas, thought, opinions and feeling in the written form. To be able to write, they need a process. Moreover, in the process of writing the teacher needs to guide and facilitate them to develop their writing. Harmer (2001: 79) states that there are four reasons for teaching writing to students of English as a foreign language. Those reasons are presented as follows.

#### **1) Reinforcement**

The visual demonstration of language construction can be the aid to commit the new language shortly after students have studied it. In other words, writing reinforces grammatical structures and vocabulary that have been learned.

#### **2) Language development**

The actual process of writing helps the students to construct their written text properly. In other words, they need learning experience in order to develop their writing.

### 3) Learning style

Every student has their own learning style. Some students are good at picking up language just by looking and listening, while the rest needs a little longer time to produce language. Moreover, writing can be a reflective activity for both kinds of students.

### 4) Writing as a skill

The most important reason for teaching writing is that it is a basic language skill like speaking, reading and listening. Students need to know writing conventions just as they need to know how to pronounce spoken English appropriately.

In teaching writing, the teacher should focus on the certain approaches. According to Hyland (2002: 5) there are three main approaches in writing. The first approach focuses on the product of writing. The second approach focuses on the process to create texts. The last approach emphasizes to readers' role to elaborate how writers engage with audience in creating coherent text.

Shih (1986) in Brown (2001: 335) also states that there are process approaches in writing such as focusing on the process that leads to the final written product, helping the students to understand the composing process, helping them to build strategies for prewriting, drafting, and rewriting, giving them the time to write and rewrite, and focusing on the process of revision. In addition, in this approaches the teacher can allow the students to discover what they want to write, and give them feedback throughout the composing process. Feedback can also be given from both the instructor and peers. It includes the

individual conferences between teacher and students during the process of composition.

Celce-Murcia (2001: 407) argues that there is a little reason to improve the students' writing ability without giving feedback in a writing course. It means that feedback has an important contribution to improve the students' writing because it helps them to review and revise their writing. In addition, the students have to do much practice to be able to write well. In this case, the teacher has the roles in determining their success in writing. He should provide enough time for them to do a lot of writing exercises. He is required to teach and guide them before and after the writing process.

#### **d. Teaching Writing in Senior High School**

The main purpose of learning English in senior high schools is to develop the skills in order that the graduate students are able to communicate both in oral or written forms in a real communication setting within various context. Furthermore, the standard of competence for writing skills in senior high schools is the students are demand to express meaning in short functional written texts and simple essay in the form of recount, narrative, procedure, descriptive, news item analytical exposition, spoof, dan hortatory exposition, explanation, discussion, and review in the context of the daily life (BSNP, 2006). In particular, the standard of competence of writing skills for the tenth grade students of senior high schools especially in the first semester is to express meaning in short functional



written texts and simple essay in the form of recount, narrative, and procedure in the daily life. The description is presented in below:

**Table 2: Standard of Competence and Basic Competencies of Writing Skill for the Tenth Grade Students of Senior High Schools in the First Semester**

Standard of Competence	Basic Competencies
6.Expressing meaning in short functional written texts and simple essay in the form of <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> in the context of the daily life.	<p>6.1 Expressing meaning in short functional written texts (e.g. announcement, advertisement, invitation etc.) either in formal or informal with the various kinds of written language accurately, fluently, and acceptable in context of the daily life</p> <p>6.2 Expressing meaning and rhetorical steps accurately, fluently, and acceptable with the various kinds of written language in the context of the daily life in the form of recount, narrative, and procedure text.</p>

From the explanation above, the researcher comes to the conclusion that teaching writing in senior high schools must be based on the curriculum. They are expected to be able to communicate in English in both oral and written. In the written language, they are expected to be able to express meaning in short functional written texts and simple essay in the form of recount, narrative, procedure, descriptive, news item analytical exposition, spoof, dan hortatory exposition, explanation, discussion, and review in the context of the daily life.

Moreover, the tenth grade students especially in the first semester are expected to be able to express meaning in short functional written texts and simple essay in the form of recount, narrative, and procedure in the context of the daily life.

#### **d. Types of Class Writing Performance**

There are many types of writing performance usually used in the class as the following (Brown, 2004: 220)

##### **1. Imitative**

The learner should be able to write letters, words, punctuation and sentences in order to be able to produce written language. Moreover, they are better to master the mechanics of writing.

##### **2. Intensive or controlled**

In this category, the learners should produce appropriate vocabulary within a context, collocation, and correct grammatical of sentences. In addition, context and meaning are importance in determining correctness and appropriateness.

##### **3. Responsive**

The assessment tasks require learners to perform a discourse level, connect sentences into a paragraph and create connected paragraphs. The written paragraphs involved in genre of writing such as narratives, descriptions, reports, summaries, brief reading, interpretation of charts or graphs. Moreover, the writer should write sentence level grammar which is more focused on the discourse convention in order to produce the objectives of the written text.

#### 4. Extensive

In the extensive writing, learners should be able to use management process and strategies of writing for all purposes such as essay, papers, and thesis. They organize and develop ideas logically to achieve a final product of writing.

As a conclusion, those kinds of writing performances can be learned by the students in order to be able to produce a text. Moreover, the teacher usually uses imitative, intensive, and responsive writing performances in the class.

## 2. Feedback

### a. Definition of Feedback

Most research on the second and foreign languages writing concern to how and why to respond to the students' writing. The way to respond to them is using feedback. Moreover, Ferris (1997 cited in EREL and BULUT, 2007: 398) states that most EFL/ ESL writing teachers agree that it is an essential part of any writing course.

Feedback is the response given to the students in writing (Hyland, 2002: 230). Feedback gives the information to them about their learning. It can also motivate and help them to understand what their problems are (Spratt, 2005:156). According to Ferris et.al (1997 cited in EREL and BULUT, 2007:398), feedback has roles to motivate and encourage the students to write.

Based on Richards and Richard (2002: 199), feedback refers to comments or other information that is given to the learners. It concerns with their success on learning tasks or tests, either from the teacher or other persons.

From the definition above, it can be concluded that feedback is the information used by the teacher to assess the students during the teaching and learning process of writing.

### **b. Types of Feedback**

According to Nation (2009:139), there are two types of feedback such as oral and written feedback. Oral feedback is defined as any response in the form of dialogues that happen between the writer and the source of feedback. Written feedback is any response in the response in the written form provides a lasting record which can be used to measure progress and to act as a remember. The progress can be seen from the writer's draft whether the mistakes are decreased or not.

Moreover, Naidu (2007: 55) states there are two kinds of feedback that can help the teacher to highlight errors on the students' written work such as feedback on form and content.

The feedback given by the teacher in responding to the respondents' drafts on form was the teacher's markings. They indicate the place and type of error but without correction. The feedback on form can be in two aspects, language and mechanics.

Feedback on content consists of comments written by the teacher on drafts that usually point out problems and offer suggestions for improvements on future rewrites (Ferris, 2002). The feedback on the content focused on the students' attention on the content of the drafts of writing. In responding to the respondents'

drafts in terms of content, the teacher focuses on the aspect of organization and vocabulary.

Moreover, According to Lee (2004 cited in EREL & BULUT, 2007: 399), there are two kinds of feedback such as direct feedback and indirect feedback. Direct feedback is provided when the correct form is written on the student's paper. In another words, it is done through the teacher correction. He gives them the correct version on their paper, so they will know their mistakes (Gower, 1995: 167). On the one hand, Ferris (2002:19) defines that direct feedback provides the correct linguistic form for students, for example word, morpheme, phrase, rewritten sentence, deleted word or morpheme.

Moreover, indirect feedback is used when the teacher indicates the error indirectly on the paper. The teacher can provide feedback by using a symbol, underlining, highlighting or circling, or indirectly by indicating it without providing the correct form (Ferris, 2002 cited in Liu, 2008: 67).

Indirect feedback is regarded as "coded error feedback" if the indication of the error is done by a symbol representing a specific kind of error (Lee, 2004 cited in EREL & BULUT, 2007: 399). For editing a paper with indirect feedback, the students are required both to identify the type of error and correct the error by themselves.

Lewis and Hill (2002: 96) states that indirect feedback is more likely to be effective and less intimidating because the teacher uses a simple code which can be written in the margin for drawing the students' attention to surface the errors. Obviously, he does not need to mark every mistake but simply use code to

highlight important mistakes. When they receive their work, they should be asked to see if they can identify their mistakes themselves with the help of codes or symbols.

### **c. Source of Feedback**

There are some sources of feedback. Paulus (1999: 266) states that feedback can be provided from the teacher and peers. On the other hand, feedback can be done from the students themselves, peer, and teacher (Gower, 1995:165). The teacher should give a chance to the students by correcting their own work. When they cannot revise it by their own, they can ask for help to the others. This has many advantages such as involving all of them in the correction process, making the learning cooperatively, and reducing their dependence on their teacher. However, when the other students do not know either, the teacher should help them to correct their work.

### **d. The Purpose of Feedback**

Feedback has many purposes (Lewis, 2002: 3-4). First, it provides information both for the teachers and students. The teacher can get the information about students' problem and their progress whereas the students can solve their problem helped by the teacher. Second, it can be a motivation. The teacher as a motivator should persuade the students to learn and use language maximally stated on their writing. Feedback can also encourage the students to be autonomous learners. They will be able to discover their own mistakes if the teacher give them feedback intensively. Another purpose is that feedback provides

students the language input. Teacher can give both direct and indirect feedback. A comment as an example can be guidelines to lead them to be more capable to write. The last, feedback gives students advice about their learning. By giving advices, both teacher and students will get a good communication.

#### e. Technique in Giving Feedback on Students' Writing

According to Harmer (2001:110-112), there are the techniques in giving feedback on the students' writing which can help them write more successful. Firstly, the teacher can give his/ her response to students' work rather than assess them. The response can be in the form of comment. The comment is useful to the students in order to review their work before producing a final product. Secondly, the teacher can use codes to correct the students' work. The codes are marked the place where the mistakes have been made. Hopefully, they can correct their mistakes by themselves. In addition, the symbols are presented in the following table.

Table 3: Symbols which are used in Written Feedback

Symbol	Meaning	Example error
<i>S</i>	Incorrect spelling	I <u>recieved</u> your letter.
<i>W.O</i>	Wrong word order	Always I am happy here.
<i>T</i>	Wrong tense	I <u>have seen</u> him yesterday.
<i>C</i>	Concord (subject & verb do not agree)	Two <u>policemen</u> <u>has</u> come. <u>People</u> <u>is</u> angry.
<i>Λ</i>	Something has been left out	He told <i>Λ</i> that he was sorry. They said <i>Λ</i> was wrong
<i>s/p</i>	Singular or plural form wrong	We need more <u>informations</u> . <sup>s</sup>
<i>{}</i>	Something is not necessary	He was not {too} strong enough.
<i>?</i>	The meaning is unclear.	Come and <u>rest</u> with us for a week.
<i>P</i>	A punctuation mistake	Do you like London.

Moreover, Harmer (2004:110-112) also states that there are certain ways in correcting students' work. The first way is using a selective correction. One way to correct their work is using selective correction. The teacher can use this way if he just needs to focus on the certain aspect of writing, for example grammar. He informs it to the students before getting their concentration on its aspect of writing. The second way is using marking scales. He can use the way in correcting the students' writing by marking the scales on their works e.g. grammar, spelling, vocabulary etc. It can help them to focus on the particular areas they need to work at. Another way of correcting students' work is using correction symbols. It can give the advantage of encouraging them to think about what their mistakes are and revise them by their own selves. The fourth way is giving reformulation. In this way, the teacher can show the way how they can write incorrectly. Therefore, they will be conscious about their mistakes. This is the way of showing how they can write more correctly. The next way is referring students to a dictionary or a grammar book. When the students find difficulties in writing, the teacher can ask them to look at a dictionary. It can give them the information as they need. Therefore, they can get more vocabularies while correcting their mistakes. Sometimes, the teacher does not understand about what they want to write. It will be wise if he asks them directly or face to face. The last is giving remedial teaching. It is the way how the teacher corrects the students' mistakes by discussing them with all of the students in the class. He can write the wrong sentences in front, so that they will understand about the mistakes.



On the other hand, Lewis (2002:15) states that the teacher can use several ways in giving feedback on the students' writing. The first way is using traditional marking. The teacher marks the students' writing by using words or symbols such as underlining or signing. Second way is conferencing. The teacher gives a chance to the students to discuss their own writing work with him. He can give them comment or question to get the students' understanding. The third way is using collective feedback. The teacher notes the point to the students' writing especially the one who needs writing feedback. He gives comment collectively either orally or on the board. The next way is giving comment. The teacher gives oral feedback on each student's writing without naming them. The fifth way is using feedback sheet. The teacher writes feedback sheet based on the anonymous individual example. Another way is summarizing feedback on the board. The last is giving checklist. The teacher is noting the students' progress on the board while they are writing.

#### **f. The Effectiveness of Feedback**

There are three motivational feedback (Dornyei, 2001:123) that can be considered as the principle such as (1) feedback has a function to increase the students' satisfaction and spirit by offering praise. The teacher and the students can communicate intensively in the process of writing. Moreover, they get revision that leads them to write well. (2) Feedback can promote a positive self-concept and self-confidence of the students. In addition, the teacher should communicate and encourage them to learn especially in the writing process. (3) Feedback prompts the students to reflect on their areas that need improvement.

### **C. Relevant Studies**

1. The previous research conducted by Naidu (2007) shows that there was positive response to the use of teacher's written feedback. This research looks at the types of feedback given to ESL students and to investigate the students' responses towards the use of written feedback and conferencing session in the writing class. The six respondents chosen for this research were students whose proficiency was below average in ESL writing. In this research, the researcher used the writing task, questionnaire and interview questions to gain data from the respondents. The findings of this research show that the respondents gave positive responses towards the use of written feedback and conferencing session in ESL writing and they also believed that the teacher's correction and comments are significant for them to learn and improve their English. The two types of feedback given to the respondents were feedback on content and feedback on form.
2. Another research conducted by Youngju Hong which examined the effect of teacher's error feedback on international students' self-ability also shows that the error feedback help ESL learners self-correct grammatical error. The researcher chose one hundred and nineteen ESL learners at Brigham University's Language Center. They were divided into three groups: a) a coded feedback group b) non coded feedback group c) no feedback group. The result shows that there is significant difference between the control group which did not receive teacher's feedback and the experimental groups that were given either coded or non-coded feedback ( $p < .01$ ).

3. The paper reports a quasi-experimental classroom conducted by Ying liang Liu.

The study investigates 12 university ESL students' abilities to self-edit their writing across two feedback conditions: (1) direct correction with the correct form provided by the teacher; (2) indirect correction indicating that an error exists but without providing the correction. The students were randomly divided into two groups, Group A and Group B. Data were collected from the two drafts of the first essay and the first draft of the second essay. Instances of errors were then identified in students' drafts and classified into three categories: morphological errors, semantic errors, and syntactic errors. Error ratios (the number of errors divided by the number of words written) were calculated and compared between drafts and between groups. Results show that both types of feedback helped students self-edit their texts. Although direct feedback reduced students' errors in the immediate draft, it did not improve students' accuracy in a different paper. Indirect feedback helped the students reduce more morphological errors than semantic errors. Survey results show that students show a strong preference for underlining and description.

## **F. Conceptual Framework**

Writing is the process of thinking and sharing ideas in the form of the written texts. Before producing a good writing, there are some aspects of writing that should be mastered such as grammar, punctuation, vocabulary, sentence structure etc.

Moreover, writing needs a process before producing a final text. In the process of writing, there are some stages such as drafting, editing, revising, and

finishing. Drafting is needed in order to cover the students' ideas before they write a text. The next element is editing. In this process, they detect and correct grammar, lexical and other mechanism errors. Moreover, they can continue to revise what they have already written before. The last element is finishing. When the draft has been revised and changed, it turns into the final product. Those stages help the students in order to produce good written texts. In addition, the role of the teacher also influences to the students' writing. He should communicate intensively to them. In this case, he can give them revision or review by using feedback.

Feedback is a suggestion given to the students in the teaching and learning process of writing. It can be used by the teacher to assess them during the process of writing. Feedback can be in the form of direct feedback and indirect feedback. Direct feedback is the correction given directly to the students' work. It can be in the form of comments stated on the students' writing. Indirect feedback is the correction given to the students' work and it allows the errors to be revised by the students themselves.

Feedback is one thing that should be used in writing. Without giving feedback, it can be difficult to help the students to achieve their writing proficiency. Moreover, there are some aspects of writing that should be mastered by the students such as content, organization, punctuation, vocabulary, and mechanics. To be able to write, they should get a feedback from the teacher. In addition, to correct the students' writing, the teacher can use written feedback.

The teacher can give certain codes which indicate their mistakes, for example *G* refers to grammar error, *S* refers to spelling error etc.

Feedback can be given by the teacher to assess the students during the teaching and learning process of writing. The teacher can give suggestion about their writing either in the class or out of the class. This activity creates a good relationship between the teacher and the students. When they get written feedback, they hopefully can understand about their mistakes and can revise those mistakes by themselves. In addition, it can encourage the students to be independent. They can revise the mistakes either by themselves or their friends. In this case, they are encouraged to work cooperatively. Written feedback also can motivate the students to write more appropriately. When they accept written feedback intensively, their writing ability will improve. In addition, they will be more confident and find the way how to reflect their writing which needs improvement.

Based on the explanation above, the researcher then concludes that the written feedback can be given to the students in order to improve the teaching and learning process of writing.

### **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of seven sections namely type of research, research setting, data collection technique, research instruments, validity and reliability, data analysis technique, and research procedure. The discussion of each part is presented below.

#### **A. Type of Research**

The type of the research is action research. Action research is related to the matter of problem solving. It is the study that is carried out by practitioners and aimed at changing things (McKay, 2006: 29). McNiff and Whitehead (2006: 7) state that action research is a study that enables practitioners to investigate and evaluate their work.

Action research aims to be a disciplined and systematic process (McNiff and Whitehead, 2006: 8). The action plan is to take contribution of what is going on, identify a concern, think of a possible way forward, try it out, monitor the action by gathering data to show what is happening, evaluate progress by establishing procedures for making judgments about what is happening, test the validity of accounts of learning, and modify practice in the light of the evaluation.

According to McNiff and Whitehead (2002: 23) the research design can be illustrated as follows:

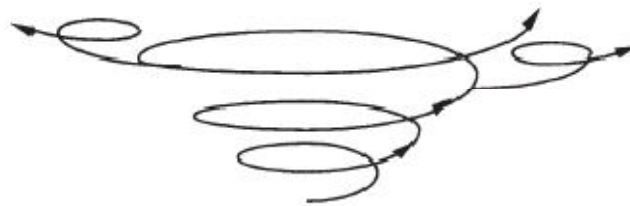


Figure1. Action Research Cycle (McNiff, Lomax, Whitehead, 2002: 23)

The figure above implies that the cycles transform into new cycles and so the whole enquiry can be seen as a cycle of cycles or a spiral of spirals which has the potential to continue indefinitely (McNiff, et al, 2002: 23). It means that the iterative process is conducted in order to get the improvement.

This research consists of four stages such as thematic concern-reconnaissance, plan of action, action and observation, and reflection. In conducting this research, the researcher and the English teacher as the collaborator identified the problems occurred in the fields, formulated a planning of actions to solve the problems, implemented and observed the actions, and reflected the actions. The reflection will be conducted based on the data gathered in order to evaluate the actions.

## **B. Research Setting**

This research was implemented in the first semester of the academic year of 2012/2013. The research was conducted in seven meetings on September 11<sup>th</sup> to October 30<sup>th</sup>, 2012. The action was carried out every Tuesday at 10.45-12.00.

This research was conducted in SMA Negeri I Depok. It is located at Jl. Babarsari, Depok, Sleman, Yogyakarta. This school has 18 classes, consisting of

six classes of grade X, six classes of grade XI, and six classes of grade XII. The classes can be divided into science and social in each grade of XI and XII. The facilities are principal and teacher rooms, language and science laboratory, administration room, library, computer laboratory, classrooms, meeting room, library, BK, UKS, toilets, parking area.

### **C. Research Subject**

The main participants of this research were the XF students of SMA N 1 Depok, in the academic year of 2012/2013. They were 32 students which consisted of 10 male students and 22 female students. Meanwhile, the other participants were the English teacher as the collaborator and the researcher herself.

### **D. Data Collection Technique**

In this research, there were two types of data. They were qualitative data and quantitative data. The qualitative data were collected through classroom observation, documentation, and interviews. Then, the quantitative data were collected from students' writing performance. The instruments for collecting the data were observation sheet, interview guidelines, and writing tasks. The data were in the forms of field notes, interview transcripts, photographs, and students' writing scores.

In the reconnaissance, the researcher conducted a diagnostic test, observation and interviewed the English teacher and students to gather the information related to the problems occurred during the English teaching and



learning process. In the planning stage, the researcher interviewed the English teacher to discuss the problems that would be solved and decided the actions to be implemented. In the action stage, the researcher conducted classroom observation and interviews. She interviewed the English teacher as the collaborator and the students to find out their opinion about the implementation. She also gave students a writing performance task to see the students' development in writing. In addition, she also recorded students' activities through documentation. The documentations were in the form of photographs, samples of students' works, and lesson plans.

#### **E. Data Analysis Technique**

There were two types of data which were used in this research. They were qualitative data and quantitative data

In analyzing the qualitative data, the researcher did three steps namely data reduction, display data, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of interview transcripts, field notes, and samples of students' writing. Then, the researcher sorted and organized the data to get the final conclusion. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it.

In addition, the quantitative data were obtained from the students' writing score. To know the score of the students' writing performance, the researcher used writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric

provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5. The writing rubric is presented as follows:

**Table 4. Students' Writing Rubric adapted from Weigle (2002: 116)**

Aspects	Criteria	Scores
Content	Relevant to topic	4
	Mostly relevant to topic but lacks detail	3
	Inadequate development topic	2
	No relevant to topic	1
Organization	Ideas clearly stated and supported, well-organized, cohesive	4
	Loosely organized, but main ideas stand out, not well-organized	3
	Ideas confused or even no main ideas, bad organization	2
	Does not communicate, no organization	1
Vocabulary	Effective word/ idiom choice and usage	4
	Occasional errors of word/ idiom form, choice, and usage	3
	Frequent errors of word/ idiom form, choice, and usage	2
	Little knowledge of English vocabulary, idioms, and word form	1
Language use	Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions	2
	Dominated by errors	1
Mechanics	Few errors of spelling, punctuation, capitalization and paragraphing	4
	Occasional errors of spelling, punctuation, capitalization and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization and paragraphing	2
	Dominated by errors	1

By looking to the highest score ( $Xh$ ) and the lowest score ( $Xl$ ) above, the formulation of the ideal mean ( $Xi$ ) and the ideal standard deviation ( $\sigma i$ ) can be seen as follows:

$$Xi = \frac{Xh + Xl}{2}$$

$$= \frac{20+5}{2} = 12.5$$

$$\sigma i = \frac{Xh - Xi}{3}$$

$$= \frac{20 - 12.5}{3} = 2.5$$

The result of the ideal standard deviation is used to make a conversion table to score students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

**Table 5: The Conversion table of students' writing scores**

No.	Class Interval	Categorization
1.	17.5 – 19.9	Excellent
2.	15.0 – 17.4	Very good
3.	12.5 – 14.9	Good
3.	10.0 – 12.4	Fair
4.	7.5 – 9.9	Poor
5.	5.0 – 7.4	Very poor

## **F. Validity and Reliability**

There are many kinds of validity which can be used in the research (Burn, 1999: 161-162) such as:

a. Democratic validity

The research is collaborative. It means that the researcher had a chance to ask to the principal, English teacher, and students to work collaboratively to solve the problem especially in the teaching and learning process of writing. To fulfilled the validity, the researcher interviewed the students and had discussions with the teacher in finding and selecting the problems to be solved.

b. Outcome validity

This is related to the process and the result of the researcher's action. To fulfill the outcome validity, the result of this researcher could either solve the problems or solve the appearances of new questions based on the new problems in the research (reflection).

c. Process validity

This is related to the monitoring of the teaching and learning process of writing. It raises questions about the process of conducting the research. The researcher fulfilled the process validity by observing the classroom activities, interviewing the students and having discussions with the English teacher.

b. Catalytic validity

This allows participants to deepen their understanding the research by monitoring other participants. To get the catalytic validity, the researcher interviewed the teacher and the students and asked them to give their feedback about the actions.

### c. Dialogic validity

It was related to the notion that the research is conducted through reflective dialogue, practical friend or other practitioner researchers. To fulfilled the dialogic validity, the researcher collaborated with the English teacher to review the implementation of the actions.

To check the reliability of the data, the researcher then used triangulation technique. According to Burn (1999: 163), triangulation is a way of arguing that the data are likely to be valid if the different methods of investigation produce the same result. It is used to gather multiple perspectives on the situation which is being studied.

There are three forms of triangulation in collaborative action research. They are time triangulation, researcher triangulation, and theory triangulation.

#### 1. Time triangulation

Data were collected at different points in certain time.

#### 2. Researcher triangulation

Data were collected by more than one researcher in the same research setting.

They were the researcher herself and the English teacher.

#### 3. Theory triangulation

Data were analyzed from more than one theoretical perspective.

## **G. Research Procedures**

This research has four stages. They are thematic concern-reconnaissance, planning, action and observation, and reflection. Each of those stages is described as follows:

### 1. Thematic concern – reconnaissance

At the beginning of this research study, the researcher observed the teaching and learning process at class XF of SMA N I Depok. After the observation had been conducted, she interviewed the teacher and some students related to the difficulties they had in the teaching and learning process of writing. Later, the researcher formulated the problems in the teaching and learning process of writing based on the data of the observation and interview before. The problems then were selected by the researcher's finding, urgency of the condition, and obstacles. In addition, the researcher and the teacher as the collaborator discussed them to gain the democratic validity of the research.

### 2. Planning

Based on the problems formulated in the thematic concern-reconnaissance step, the researcher then made the plan of actions to be implemented in order to solve the problems related to the teaching and learning process of writing at class XF of SMA N I Depok. She discussed it with the teacher. In this case, the researcher planned to use written feedback and additional actions to overcome the problems mentioned. This process was conducted to achieve the democratic validity of the research.

In this research, the researcher conducted 2 cycles to solve the problems which occurred in the teaching and learning process of writing. Cycle 1 was expected to be able to solve the problems related to students' motivation, while the problems related to the aspects of writing were students' ideas, organization, vocabulary, language use and mechanics. Then, Cycle 2 was expected to be able

to overcome the problems related to students' writing focused on students' vocabulary lack and the use of written feedback itself. Cycle 1 consists of four meetings, while cycle 2 consists of three meetings. Thus, the actions were implemented in seven meetings. However, before conducting the research, the researcher made the lesson plans and instruments for the observation during the research.

### 3. Action and observation

The action phase of this research was applied through two cycles. In Cycle 1, the researcher with the collaborator planned to teach a recount text, while in cycle 2, they decided to teach a procedure text.

During the cycles, the researcher observed the students in the teaching and learning process of writing. She also interviewed the teacher and the students to find out their opinion towards the implementation of written feedback and some additional actions. The data collection techniques which were used were observing the teaching and learning process of writing in the form of field notes, taking photographs, and collecting students' works and documenting lesson plans and interviewing the participants.

To assess the process validity, the researcher examined the data and identified it whether the students were able to continue the learning from the process or not. It was supported by some data sources which showed the process which was valid. In addition, to fulfill the catalytic validity, the researcher gave opportunity to the collaborator and students to give their response to the change occurred after the implementation of the actions.

#### 4. Reflection

After doing the observation, the researcher along with the collaborator did a reflection or evaluation in order to develop the ways of improving the teaching and learning process of writing through written feedback. In addition, they noticed the data to know the result of the actions. It was done to find out whether the actions were successful or not. If the actions carried out were successful, they would continue to implement the actions. The action was classified as a successful action when the students fulfill the indicators of research success. Those indicators are that the students were motivated, they can generate ideas well, they can organize the paragraph well, they can write appropriately based on the aspects of vocabulary, language use and mechanics. However, if the actions were not successful, they would try to find the suitable actions to improve students' writing skills. This was to assess the outcome validity. While, to assess the dialogic validity, the research collaborated with the English teacher to review the value of the actions. This stage elaborated the significances and revised or continued the next cycle.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how to improve the teaching and learning process of writing through the written feedback. It elaborates the findings of the research conducted in Cycle I and Cycle 2. Each cycle in this research consists of planning, action, observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

#### A. Research Findings

##### 1. Identification of the Field Problems

To identify the existing problems, the researcher started from the process of reconnaissance. She conducted the preliminary classroom observation during the English teaching and learning process. She also interviewed the teacher and the students of XF. Based on the classroom observation during the English teaching and learning process, she presented the vignette as follows.

Vignette

July 28th, 2012

XF classroom

The English teacher and the researcher entered the XF class at 10.15. It was 5<sup>th</sup> hour class. Then, he let the researcher sit at the corner of the class. He greeted the students by saying "Good morning students?" followed by saying "how are you today?." The students replied by saying "Good morning, Sir" followed by saying, "I'm fine and you?." Then, he answered by saying "I'm fine too." He continued to check their attendance. Everybody attended the class.

Afterwards, he started the activity. **However, he did not bring any media unless some text books and LKS.** He asked the students to open the LKS and began to read the dialogue. He did not check whether all students bring LKS or not. He continued to read the expressions on the LKS. When he had finished reading aloud, he asked them to repeat it. Then, he explained about those kinds of expression.

After that, the teacher said that he would read the dialogue and asked the students to listen and repeat it. However, there were some students who did not listen and repeat the dialogue. **Some of them even laid their head down on their table.**

Afterwards, he asked them to do the exercise i.e. answered the questions based on the dialogue before. Some of them said that they did not understand about the teacher's instruction. Therefore, he explained the instruction again. They began to do the task on the LKS. **However, some of them seemed lazy to write the answers. They preferred chatting with their friends to writing for the answers.**

A few minutes later, he checked their work by walking around the class. **However, he did not intensively discuss the difficulties with them.** He just asked them to answer the questions orally. **Some of the students answered the questions hesitantly.** Then, he directly gave the right answers while they were writing what he had said. It seemed that the teacher did not give more chance to the students to answer individually. He even answered the questions by himself.

He continued to the next dialogue. He asked them to spell the certain words based on the dialogue, e.g. neighbor. He told them whether the word should be neighbor or neighbour. None of them answered. Then, he asked them to open the dictionary. There were some students who did not bring it. So, they just kept silent. In fact, most students did not know the answer. Then, he explained about the different of both words. He said that the word neighbor refers to US while neighbour refers to UK.

In this section, he asked them to continue to do the exercise. They should answer the questions based on the dialogue before. They began to write them on the LKS. In the middle of the exercise, he then, introduced the researcher. He informed that she would do the research on their class.

After introducing them, he continued to check the students' work. When they had finished, he asked them to discuss the exercise together. **As he did before, he answered the questions by himself because they answered them hesitantly.**

Some minutes later, the bell was ringing when they had finished the exercise. Therefore, the teacher closed the class.

From the vignette above, the researcher found that the English teaching and learning process did not run maximally. There were some students who did not pay attention to the teacher's explanation. Besides, it was a monotonous activity during the process of teaching and learning. The teacher did not use any media other than the LKS. It was supported by the following interview transcript.

- R : “*Biasanya buku apa yang digunakan ketika belajar b.inggris?*”  
 : (“What books do the class usually use in the English learning process?”)
- S : “*Ini mba...LKS ini.*”  
 : (“This LKS, Miss.”)
- R : “*Ada yang lain gak?*”  
 : (“Is there any other?”)
- S : “*Gak ada mba. Cuma LKS saja.*”  
 : (“**Nothing, just this LKS.**”)
- R : “*Pingin gak kalo pake sumber bacaan lain?*”  
 : (“Do you prefer if I use other resources?”)
- S : “*Ya..mau mba. Biar beda.*”  
 : (“**Yes, Miss. To make it different from usual.**”)

R: Researcher                      S: Students                      (interview 3 July, 28<sup>th</sup> 2012)

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- R : “*Gimana pembelajaran tadi?*”  
 : (“How was the learning process?”)
- S : “*Kaya biasanya, Mb. Ngerjain LKS.*”  
 : (“As usual, we did some tasks on LKS.”)
- R : “*Trus apa lagi?*”  
 : (“What else?”)
- S : “*Cuma dengerin guru terus ngerjakan soal dari LKS.*”  
 : (“**We just listened to the teacher’s explanation continued to do the tasks on LKS.**”)

R: Researcher                      S: Students                      (interview 4, July, 28<sup>th</sup> 2012)

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Based on the interview above, the researcher also found that the English teaching and learning process was mostly dominated by the exercises on the LKS. The students were just asked to answer the questions and write them on the LKS. Those activities were done during the learning process. Whereas, there should be an interesting activity which involves the students in the process of learning. The teacher could facilitate them by using other teaching aids such as video, and pictures etc. It was also supported by the interview below.

- R : “*Kalo kamu pengen pembelajaran yang kaya gimana?*”

- S : (“What kinds of activity do you prefer to?”)  
 S : “*Yang gak bikin ngantuk kaya pake video atau permainan.*”  
 : (“**The activity which does not make us sleepy such as using video or games.**”) (25)

R: Researcher                      S: Students                      (interview 5, July, 28<sup>th</sup> 2012)

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Moreover, based on the interview with the students and diagnostic test which were conducted before applying the action, the researcher found that the students faced some difficulties in writing. Those difficulties were related to the five aspects of writing such as ideas, organization, vocabulary, language use, and mechanics. In term of vocabulary, the students found it difficult to translate the Indonesian words into the English. Finally, they just used the Indonesian words without translating them. On the one hand, they also wrote the text without paying attention to the mechanics of writing.

Furthermore, they found it difficult in getting the ideas and organizing the paragraph. Some of students' writing even were not coherent. It was also supported by the following interview.

- R : “*Kesulitannya apa tadi waktu menulis?*”  
 : (“What was the difficulty in writing?”)  
 Ss : “*Bingung mesti cari ide. Jadi mesti mikir lama*”  
 : (“**I’m confused to get the ideas. So, I need to think a lot.**”)(S1)  
 : “*Banyak gak tahu B. Inggrisnya, Mbak.*”  
 : (“**I do not know exactly the English words, Miss.**”) (S21)  
 : “*Susah buat nyusun kalimatnya itu Mbak.*”  
 : (“**It is difficult to arrange the sentences, Miss.**”) (S24)

R: Researcher                      Ss: Students                      (interview 6&7, September 4<sup>th</sup> 2012)

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From the data found through the observation, interview and a diagnostic test conducted in the research, it indicated that there were some existing problems in the English teaching and learning process as follows:

**Table 6: Field Problems Found in the English Teaching and Learning Process**

No.	Problems	Code	Source		
			O	I	T
1.	The English teaching and learning process was lacked of media.	Med	√		
2.	There was a monotonous activity in the English teaching and learning process.	Tec	√		
3.	The teacher did not involve the students in the English teaching and learning process.	Tec	√		
4.	The students were lazy to write and answer the questions.	S	√		
5.	The students had low motivation in the English teaching and learning process.	S	√		
6.	The teaching materials were not interesting.	Mat	√		
7.	There were less interaction between teacher and the students.	Tec	√		
8.	The students were not active in the process of learning English.	S	√		
9.	The students had limited vocabulary.	S			√
10.	The students got difficulty to get the idea in writing.	S		√	√
11.	The students did not bring dictionary during the English lesson.	S	√		
12.	Some students made mistakes related to the aspects of writing.	S			√
13.	There was no feedback in the writing process.	Tec		√	

Mat: Material    Med: Media    S: Student    Tec: Technique

O: Observation    I: Interview    T: Diagnostic Test

After determining the problems found in the field, the researcher and the English teacher then discussed which field problems related to students' writing skills which were feasible to be solved. Those problems are elaborated as follows:

Table 7: **Problems which were feasible to be solved**

	Problems	Indicators	Resources
Media	The English teaching and learning process was lacked of media.	The media used in the English teaching and learning process was not interesting.	Observation Interview
Motivation	Most students had low motivation in the English teaching and learning process.	Most students were lazy listening to the teacher's explanation. They preferred chatting with their friends instead of doing the task.	Observation Interview
Vocabulary	Most students had difficulty to use the appropriate vocabulary.	Most students often ask the English words to the teacher. They also wrote inappropriate English vocabulary. I ask to trouble to my parents.	Observation Interview Test
Content	Most students had difficulties in generating ideas.	Most students said that they got difficult in generating ideas. It could also be seen from their writings which showed that they got stuck in developing the supporting sentences.	Observation Interview Test
Organization	Most students had difficulties in organizing their writing.	The students had difficulties in organizing the paragraph. They wrote in bad organization.	Observation Test
Language use	Most students made some mistakes related to the grammatical features.	Most students made mistakes related to agreement, tense, number, word order, articles, prepositions, and pronouns. Example: We went home and then we all sleep. They came with them car.	Observation Test
Mechanics	Most students made some mistakes related to the mechanics of writing.	Most students made errors in spelling, punctuation, and capitalization. Example: In the middle of Takbiran, My friend lit fireworks.	Observation Test
Technique	There was no sufficient feedback in the teaching and learning process of writing.	The students did not get feedback on their writing. Therefore, they did not know their mistakes in writing.	Interview

Based on the table above, it shows that the students' problems during the teaching and learning process of writing were related to the motivation, media, technique and writing itself. In order to improve the teaching and learning process of writing, the students need interactive activities. Therefore, the researcher and the teacher chose written feedback to solve the students' writing problems. Besides, they decided to use teaching aids in order to improve their motivation in the teaching and learning process. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

## **2. Implementation of the Actions**

### **a. Report of Cycle 1**

The teaching and learning process in Cycle 1 was conducted in four meetings. In this cycle, the researcher and the English teacher tried to overcome the writing problems which focused on improving students' motivation and improving their writing by applying written feedback activity .

#### **1) Planning**

In this stage, the researcher and the English teacher planned to improve students' motivation and writing skills related to the elements of writing. They planned some actions to be implemented. They are elaborated as follows:

##### **1. First meeting**

- a). The researcher and the English teacher planned to present the materials on the slide show.

- b). The researcher and the English teacher planned to teach the students about recount texts. The texts were about someone's holiday.
- c). The researcher and the English teacher planned to give exercises about past tense.

## 2. Second meeting

- a). The researcher and the English teacher planned to explain codes which are usually used in writing. They planned to present them on the LCD.
- b). The researcher and the English teacher planned to ask the students to identify the sentences by giving the appropriate code. They were asked to write them on the whiteboard.
- c). The researcher and the English teacher planned to provide the students' collaborative activity to do the task. They arranged the jumble sentences which was in the form of recount text, then they identified those sentences by giving code.
- d). The researcher and the English teacher planned to provide the student's individual activity. In this case, they were asked to make a draft of a recount text (retelling about their holiday's experience).

## 3. Third meeting

- a). The researcher and the English teacher planned to ask the students to compose their draft into a paragraph of recount.
- b). The researcher and the English teacher planned to give written feedback on the students' writing.



#### 4. Fourth meeting

- a). The researcher and the English teacher planned to use still picture to stimulate the students and create their motivation in writing.
- b). The researcher and the English teacher planned to show some students' work which contained written feedback on the LCD.
- c). The researcher and the English teacher planned to ask the students to revise their writing based on the researcher's written feedback (code and comment).

### 2) Action and Observation

The teaching and learning process of Cycle I was conducted in four meetings i.e. on September 11<sup>th</sup>, 18<sup>th</sup>, 25<sup>th</sup> and October 2<sup>nd</sup>. They were implemented every Tuesday. The schedule of Cycle 1 can be seen in the following table:

**Table 8: The Schedule of Cycle 1**

Meeting	Date	Time	Materials
1	September 11 <sup>th</sup>	2x45 minutes	Recount text – retelling about someone's holiday: Going to Tambi Tea Plantation, holiday in Flores, and Bali.
2	September 18 <sup>th</sup>	2x45 minutes	Recount text – retelling about holiday in Paris.
3	September 25 <sup>th</sup>	2x45 minutes	Recount text – retelling about students' holiday experience.
4	October 2 <sup>nd</sup>	2x45 minutes	Recount text – retelling about students' holiday experience.

In the first meeting, the researcher acted as a teacher. The first meeting was the activity where the teacher taught the students about the purpose, generic

structure and language features of recount texts. The researcher and the collaborator also gave some tasks which were related to simple past tense.

The second meeting was the activity that focused on the written feedback. The teacher explained about the kinds of code used in writing. To make sure whether they understood them or not, she asked the students in groups to identify the errors on the text in the form of a postcard. They also identified parts of a recount text. In addition, she also asked them to write the draft of recount text.

In the third meeting, the students were asked to revise their draft. This activity also focused on the implementation of written feedback. They were asked to revise the draft based on the written feedback they got and compose it into a paragraph of recount text. The text was in the form of a postcard.

The fourth meeting was the activity where the students revised their postcard based on the written feedback they got. In addition, they should revise their writing based on the code/ symbols and teacher's comment. Then, they should submit the final postcard.

The teaching and learning process in Cycle 1 which was conducted in four meetings is elaborated as follows:

#### **a). First Meeting**

The first meeting was held on Tuesday 11, September 2012. The researcher acted as a teacher and the English teacher became the observer. The teacher and the observer entered to the class when the bell had rung. The observer directly sat down at the corner of the class.

The teacher opened the class by greeting the students. Then, she continued to check the students' attendance. She mentioned every student's name. Everybody attended the class on that day.

To get the students' attention, she showed some pictures on the LCD such as Eiffel tower, Tambi Tea Plantation, Tangkuban Perahu, Borobudur temple, and Dufan. Almost all of the students looked on the pictures that were being shown on the LCD. They seemed to be curious. However, one student made a joke which made the other students laugh. She did not give attention to him because it was not a really serious problem. Then, she continued to ask them about what pictures they were and if they had been to those places. Most of them answered loudly. She continued to ask some questions related to recount text such as what they did on last holiday, what places they visited, with whom they went there, how they felt after they did their holiday.



Figure 2. Most students see the pictures on the slide.

After that, she distributed some handouts to the students. She asked the students to read the texts on the handouts. However, most of them still asked her what they should do. They even approached her to ask questions. Then, she gave

more explanation and asked them to listen to her. After they had understood, they began to read the texts. While they were reading the texts, she moved around the class and asked them to write the words which they did not know the meaning. Then, she checked whether the students wrote them or not. However, there were a few students who intended to write the words. The rest even made some noises and seemed lazy to read the texts. Therefore, she asked them to keep silent and read those texts.

After some minutes, she asked some of them to read the texts aloud while the others listened to their friends. When they had finished reading aloud, she revised the wrong pronunciations. Then, she discussed the content of each text with them. She also assisted them to be familiar with past tense by identifying some words on the texts.

She continued to ask them reading a certain text. The title was "Holiday in Bali". Then, she explained about the purpose, generic structure, and language features of a recount text. She presented the structure of the text and explained about simple past tense on the LCD. The students read the texts while listening to the teacher's explanation.

When she had finished explaining, she asked them to do the task. They should answer the questions related to the text which was given. They were asked to do it on a piece of paper. However, some of them seemed reluctant to do it. There were students who kept talking with their friends. On that occasion, she approached and asked them to do the task. Finally, they did it. When they were doing the exercises, she moved around the class to check their understanding.

After they had finished doing the exercise, she asked them to submit their work and continued to discuss the answers.

In the next activity, she still required them to do the tasks telling about the vacation in Bogor Botanic Garden. The tasks were about filling in the blank the text and answering the questions. After they had finished, they discussed the answers together.

Some minutes later, the bell rung. Before closing the class, she reviewed the material and asked them to learn about a recount text at home. She afterward closed the class.

#### **b). Second Meeting**

The teacher came to the class with the observer. When they entered to the class, the students were very noisy. Hence, she told them to sit on their chair. Some of them said that they would have an examination. Therefore, they were busy to read the LKS. She asked them to close the LKS, because that was the English time. They listened to her command. After that, she began to open the class.

She reviewed the materials before. When she reviewed them, the students seemed understand about recount text. It was seen when the researcher asked the students about parts of recount text by asking “Well, students, could you tell me parts of the recount text?” Most of them answered rightly by saying “Orientation, event, and reorientation.” Then, she continued explaining it. After that, she presented the kinds of code on the LCD. She explained every code by giving an example. When she had finished explaining, she distributed a piece of paper

which contained the list of code to every student. It aimed to help them remembering the code.

Moreover, to make sure that the students had already understood to the use of code, she gave an activity which involved them to identify the wrong sentences presented on the LCD. Then, she asked them to give certain codes based on the errors. She pointed ten students to identify the sentences. Some of them could answer rightly. She continued to show other inappropriate sentences by giving them a chance to write the correct answers on the white board. At first, she forced two students to come forward, but there were ten students who wanted to be volunteers then. After that, she discussed the answers with them. Secondly, they were asked to arrange the jumble sentences in term of a postcard. Then, they identified the wrong sentences by giving codes. They should also identify the generic structure of the text.

The activity involved them to work in a group of four. They were some students who did not come on that day; hence there were groups who consisted of three students. There was no existing problem in grouping them. They agreed to the teacher's rule. However, before doing the task, some of the members still asked her about the instruction. In order to get their understanding, she explained the instruction more than once.

During the activity, there were two students who did not do the task. They were busy moving around the class. She warned them by saying that they would not be involved in the group. They even would not get a point. Hearing the

teacher's instruction, both of them went back to their groups. Then, in the middle of the activity, she moved around the class by checking every work of the group.



Figure 3. Students arrange the jumbles sentences in their groups seriously

When all of the groups had submitted the task, suddenly she gave a reward to the group which had submitted it first. They seemed to be happy getting the reward. On the other hand, other groups looked disappointed and regretful. It can be shown in the following quotation.

R: Researcher

*Ketika R memberikan hadiah kepada grup yang pertama mengumpulkan tugas, ada grup lain yang tampak kecewa dan menyesal. Salah satu anggota grup tersebut kemudian bercanda dan mengatakan “Yah.. Miss, ko aku gak dapet hadiahnya? Aku selesai pertama lho...hehe...” kemudian dia melanjutkan “Miss, besok kasih hadiah lagi ya...aku besok bakal ngerjain cepet ko, Miss.”*

When the teacher gave the reward to the group which had submitted the work first, **there was another group that seemed disappointed and regretful**. One of the members of the group then made a joke and said “**Yah.. Miss, why did not I get the reward? I had finished the task first....hehe...**” she then continued to say “In the next meeting, please give the reward then. I will do the task quickly.”

(Field Note 5, September 18<sup>th</sup>, 2012)

Furthermore, she asked them to make a written draft of their holiday in the form of a recount text. She distributed the paper to each student. In fact, some of them seemed reluctant to write. Hence, the teacher directly approached and warned them.

Some minutes later, the bell rung. She asked them to submit the draft. Then, she reviewed the material and continued to tell them that they were going to write a postcard next week. After that, she closed the class.

### **c). Third Meeting**

The teacher came to the class when the bell had rung. She entered the class with the observer. The students had just finished the Economic lesson. They were too noisy. The teacher asked them to keep silent. Then, she greeted them and continued to check their attendance. No one was absent.

Before presenting the materials, she prepared the LCD. When it was arranged, she told the students about what they had learnt a week ago. Then, she showed the still picture to stimulate them. Hence, they looked enthusiastic.

Afterwards, she continued to ask them to compose their draft before into a written postcard. She gave the papers in the form of postcard. She also distributed some different stamps. They seemed happy getting the paper and the stamp. Some of them even chose the color by themselves. Then, they began to write. However, they often asked her about the translation of the English words. Then, she encouraged them to open the dictionary.

During the process of writing, most of the students were silent. They wrote seriously. However, there were some male students who still made noise. There



were also some of them who preferred staying on their friend's chair. When she asked them to move, they were reluctant. Then, she just let them stay there if they kept silent.



Figure 4. Students write the postcard seriously

The bell was ringing when some of the students had finished writing. However, there were some students who had not finished it yet. She decided to wait some minutes later. As soon as possible, they submitted their writing. Then, she reviewed the material and continued to close the class.

#### **d). Fourth Meeting**

The researcher as usual came to the school before the English class began. When she arrived at the school, she went to TU's room to borrow the equipment. Then, she waited until the English class began.

When the bell had rung, she went to the class XF accompanied by the observer. The observer sat at the corner of the class, while she prepared the LCD. She asked a student to help her. When it had been prepared, she continued to open the class by greeting them and checking the attendance. All of the students came.

She reviewed the lesson a week ago by asking them whether they remembered what they had done or not. Some of them said that they had written a postcard. She afterwards explained that they were going to revise their writing based on the code given and the comment on their postcard. She showed some examples of students' works on the LCD. Then, she asked them to study the code on those texts.

After that, she distributed the postcard to each student. When they got it, most of them approached and gave her many questions related to the code given. They even asked her what they should do. She asked them to sit on their own chair while she would explain it. Some of them listened to her explanation. Other students still approached her to ask. They said that they forgot the codes. They even did not bring the list. So, she asked them to tell it to their chairmates. During the process of writing, she helped them to revise their text. She did it by moving around the class.

Before the bell rung, the teacher reviewed the material. Then, she asked them to submit their work. After that, she reviewed the materials and continued closing the lesson.

### **3) Reflection**

Based on the observation on Cycle I, the researcher did not get any difficulty to transfer the materials about a recount text. In the 2<sup>nd</sup> meeting, the students could clearly understand to the teacher's explanation. They had already known the parts of recount text. In addition, they even could identify the text based on those parts. It can be seen from the following quotation.

R: Researcher	Ss: Students
<p><i>Ketika R menjelaskan tentang teks recount, R menanyakan kepada Ss bagian dari teks recount dengan berkata “ Baik, anak-anak, Dapatkah kalian menyebutkan bagian-bagian dari teks recount?” Seluruh siswa menjawab “ Orientasi, event, dan reorientasi.” Kemudian, R melanjutkan penjelasannya.</i></p>	
<p>(When R asked Ss about parts of recount text by asking “ <b>Well, students, could you tell me parts of the recount text?</b>” Most of them answered rightly by saying “<b>Orientation, event, and reorientation.</b>” Then, R continued explaining it.)</p>	
(Field Note 5, September 18 <sup>th</sup> , 2012)	

In addition, the data was also supported by interviewing the students. The interview were shown as follow.

- R : “Ulin, paham gak tentang recount text yang sudah Miss.Ruri jelasin?”  
 : (“Ulin, do you understand about recount text which I explained?”)  
 S : “Paham, Miss.”  
 : (“Yes, Miss.”)  
 R : “Bener? apa coba bagian dari recount text.”  
 : (“**Are you sure? Show me the parts of recount text, please**”.)  
 S : “Tadi itu ada orientasi, event...”  
 : (“**There are orientation, event...**”)  
 R : “Hayo apa lagi?”  
 : (“What else?”)  
 S : “Reorientasi, Miss.”  
 : (“**Reorientation, Miss.**”)  
 R : “Iya. Jadi ada orientasi, event, sama reorientasi.”  
 : (“That’s right. There are orientation, event, and reorientation.”)

R: researcher S: student (interview 12, September 18<sup>th</sup>, 2012)

- R : “Udah paham belum tentang recount, Abi?”  
 : (“Have you understood about recount text, Abi?”)  
 S : “Iya, Miss.Ruri.”  
 : (“Yes, Miss.Ruri.”)  
 R : “Kan ada 3 bagian dari recount tuh. Coba sebutin.”  
 : (“**There are three parts of recount text. Could you mention them?**”)  
 S : “Anu..orientasi, event sama reorientasi.”

: (“**Ehm..orientation, event, and orientation.**”)

R: researcher S: student (interview 13, September 18<sup>th</sup>, 2012)

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- R : “*Ini Reni. Kamu namanya siapa ya?*”  
 : (“You are Reni. And you, what is your name?”)  
 S : “*Vella, mb.*”  
 : (“I’m vella, Miss.”)  
 R : “*Oh iya, Reni sama vella. paham belum sama penjelasan Miss. Ruri tadi?*”  
 : (“Well, Reni and Vella. Dou you understand what I explained before?”)  
 Ss : “*Paham, Miss.*”  
 : (“I understand, Miss.”)  
 R : “*Tadi Miss.Ruri jelasin apa coba?*”  
 : (“**What did I explain?**”)  
 Ss : “*Teks recount.*”  
 : (“**Recount text.**”)

R: researcher Ss: students (interview 14, September 18<sup>th</sup>, 2012)

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Moreover, based on the observation during the teaching and learning process, the researcher found the improvement of students’ motivation. By applying an interesting media, the students were enthusiastic in the process of learning writing. The improvement could be shown by conducting the observation in the form of field note which was shown as follows.

R: Researcher Ss: Students

*Ketika R menunjukkan gambar tempat-tempat liburan tersebut, Ss terlihat antusias. Penggunaan media dan pendukungnya seperti gambar yang terdapat pada slide menarik perhatian Ss dalam mendengarkan penjelasan R. Ss melihat gambar-gambar yang ada pada slide tersebut. Tiba-tiba seorang siswa berkata ‘ wah...menara Eiffel. Aku wes tau neng kono.’ Sebagian Ss tertawa mendengar seorang siswa tersebut. R kemudian mengajukan beberapa pertanyaan terkait recount text. Ss menjawab dengan keras. Karena terlalu ramai, R kemudian menunjuk Ss tertentu untuk menjawab sebagai perwakilan.*

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(When the researcher showed the certain pictures of tourist resort, most of the Ss were enthusiastic. The use of media and other elements such as some pictures on the slide were successfully encouraged them to keep their attention to the R explanation. **Most of Ss looked at these pictures showed on the slide.** Suddenly, a student said “ wah... Eiffel tower. I have gone there.”some of Ss laughed when the they heard it. The R, then asked some questions to tSs related to the recount text. All Ss answered them loudly. To prevent the noise, then R pointed certain Ss to answer. )

(Field Note 4, September 11<sup>th</sup>, 2012)

Besides conducting the observation, the researcher also interviewed the students about the action. She asked them about their opinion towards the implementation. As a result, there was the improvement of students' motivation. It is shown in the following interview.

- R : *“Menurut kamu membantu gak kalo belajarnya pake slide?”*  
 : (“In your opinion, does the slide help you in studying?”)  
 S : *“Iya, membantu.”*  
 : (**“Yes, it helps me, Miss.”**)  
 R : *“Membantunya gimana?”*  
 : (“Could you tell me the reason”)  
 R : *“Kalo pake slide jadi lebih mudeng. Ada gambarnya juga jadi menarik dan gak bosen.”*  
 : (**“By using the slide, I can understand the materials. There were also supported by pictures, so it was interesting. I wasn't bored.”**)

R: researcher    S: students                      (interview 8, September 11<sup>th</sup>, 2012)

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- R : *“Kalo Miss.pake slide kaya tadi membantu gak?”*  
 : (“Does it help you to study when I use the slide?”)  
 S : *“Iya Miss.”*  
 : (**“Yes, it does Miss.”**)  
 R : *“ Seneng gak kalo pake slide?”*  
 : (“Is it interesting?”)  
 S : *“Iya, Miss. Kalo menurut aku bisa bikin gak ngantuk juga.”*  
 : (**“ Yes, Miss. In my opinion, it can prevent me to be sleepy.”**)

R: researcher    S: students                      (interview 9, September 11<sup>th</sup>, 2012)

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- R : *"Menurutmu kalo miss. Ruri jelasinnya pake slide kaya tadi gimana?"*  
 : ("How is your opinion if I use the slide in the pocess of learning?")  
 S : *"Iya Miss, pake slide aja biar menarik."*  
 : (**"I agree, Miss. It is interesting."**)  
 R : *"Maksudnya menarik gimana tuh?"*  
 : ("What do you mean?")  
 S : *"Ya kan jadi ngerti. gak bosen juga kalo pake slide."*  
 : (**"I can understand what you explained. It is also not boring."**)

R: researcher S: student (interview 10, September 11<sup>th</sup>, 2012)

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Moreover, the students' motivation was also improved in doing the writing tasks. The researcher used a post card created by herself. She provided a new experience for them. As a result, they seemed enthusiastic when they were going to write. It is supported by the following interviews:

- R : *"Gimana tadi nulisnya?"*  
 : ("How about the writing process?")  
 S : *"Asyik Miss."*  
 : ("It is interesting, Miss").  
 R : *"Asyiknya gimana?"*  
 : ("What is the intersting thing?")  
 S : *"Berwarna kertasnya. ada gambar sama perangkonya juga, jadi semangat nulis."*  
 : (**"The paper is colourful. There are also pictures and a stamp. They motivates me to write."**)

R: researcher S: student (interview 16, September 25<sup>th</sup>, 2012)

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- R : *"Gimana tadi nulisnya?"*  
 : ("How about the writing process?")  
 S : *"Enak Miss."*  
 : ("I enjoy it, Miss.")  
 R : *"Kalo nulis postcard asyik gak?"*  
 : ("How about writing a postcard. Is it interesting?")

- S : "Iya Miss. Aku baru pertama nulis postcard. Ini yang beda dari yang lain."  
 : ("Yes, Miss. It was the first time I write a postcard. It is different from usual.")

R: researcher S: student (interview 17, September 25<sup>th</sup>, 2012)

Besides, there was also a little improvement of students' writing on the aspect of organization and content. After getting comment, they could organize their writing well. In addition, their writing seemed neat than before. They also wrote the paragraphs based on the structure of a recount text. Furthermore, they wrote the paragraphs by paying attention to the aspects of language use and mechanics of writing after getting codes or symbols.

In brief, the result of students' writing in Cycle 1 can be seen from the sample of student's writing presented as follows:

Yogyakarta, Indonesia

Dear, Katherine

Hi, how are you? I hope you always healthy and have good holiday in Jakarta. I miss you so much.

I want to tell you about my holiday in Water Boom, Bantul. I went to Water Boom with my uncles, my aunt, my cousins, and my sisters. After we changed our clothes, my aunt, my cousins, my sister and I went to swim. my uncles just watched at side of swimming pool.

After we swam, we went to took abath. I helped my little sister to took abath. After we took a bath, we had lunch. late pempek and fried french. After we finished lunch we went home. I felt so tired but happy.

How about your holiday in Jakarta? I hope you will back to Yogyakarta immediately.

Best wishes  
 Lucia Shanti ID. A

Katherine Mulya  
 Kenari Street  
 69 Jagung No22  
 Yogyakarta  
 Indonesia

Cap: Capital letter  
 a → A  
 (huruf besar)

Content : 4 Organization : 3 Vocabulary : 3 Lang. Use : 3 Mechanics : 2

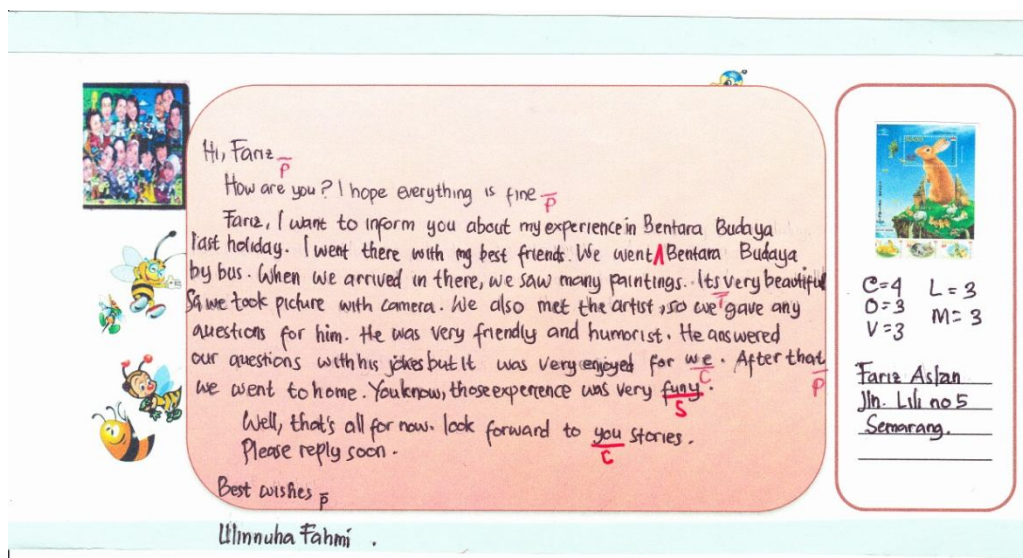


Figure 5. The Students' Writing Product in the Third Meeting

From the students' writing performance presented above, it was found that the students made some mistakes related to the aspect of language use such as agreement which was symbolized as *C*, and tense was symbolized as *T*. Dealing with the mechanics aspect, they made the mistakes mostly in the punctuation which was symbolized as *P*. Some of them also made mistake in spelling which was symbolized as *S*. To get more examples, the researcher then presented those students' mistakes in the following table.

Table 9: **Examples of Symbols and Students' Mistakes In Writing a Recount Text.**

Symbols	Meaning	Examples of error
S	Spelling error	<i>This experience was very <u>funy</u>.</i>
W.O	A mistake in word order	<i><u>Me and my family</u> decided to go to Hong Kong.</i>
G	Grammar mistakes	<i>I am going to buy some <u>furnitures</u>.</i>
T	Wrong verb tense	<i>I played surfing and <u>make</u> a castle from sand.</i>
C	Concord mistake	<i>There were many kinds of reptiles.</i>
Λ	Something has been left out	<i>I hope you <u>Λ</u> always happy.</i>
P	A punctuation mistake	<i>After that we went home.</i>



Moreover, after getting the written feedback in term of code and comment from the teacher, the students then revised their mistakes by themselves. They revised them based on the written feedback they got on their writing. Besides, they could organize their writing well. Their writing product can be seen in the picture as follows.

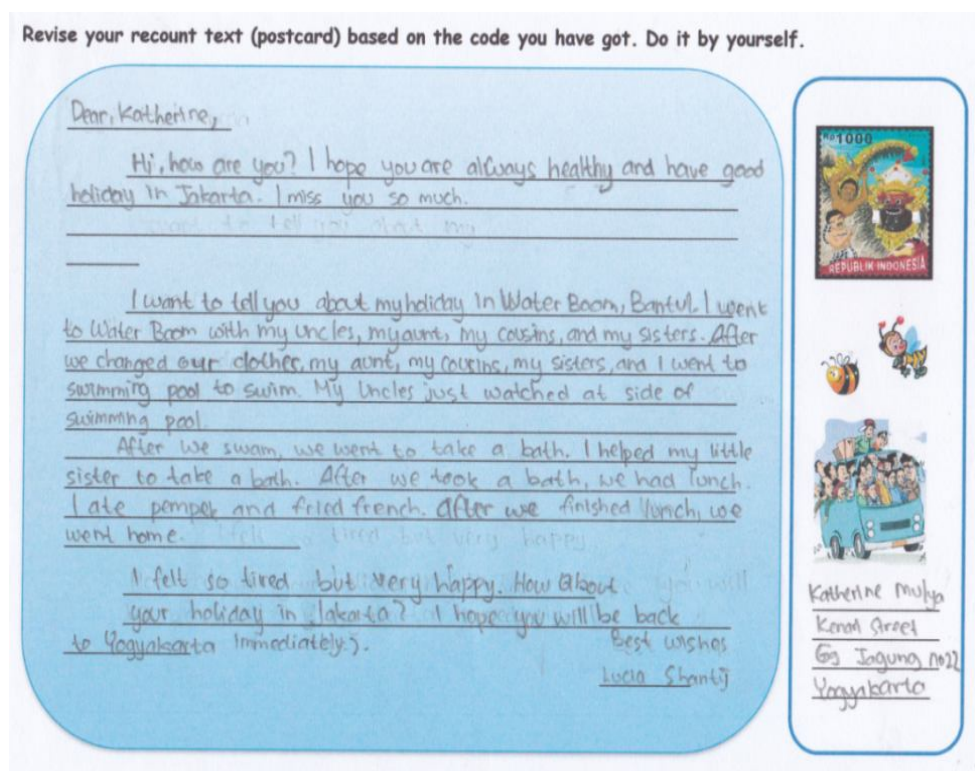
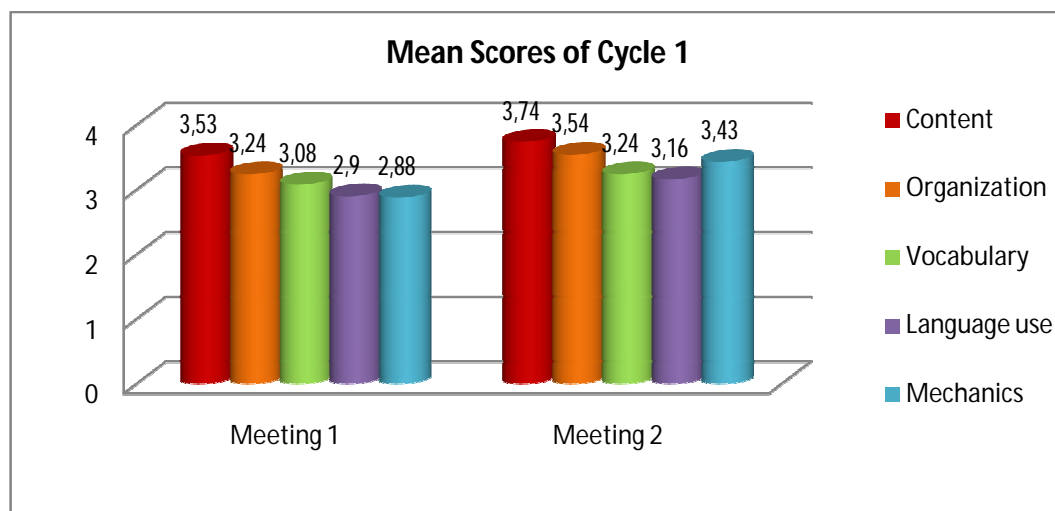


Figure 5. the students' writing products in the fourth meeting

In brief, the result of students' writing in Cycle 1 can be seen from the sample of five aspects of students' writing that is presented as follows:



The chart above shows that the mean score before applying the written feedback of each aspect is 3.53 for content, 3.24 for organization, 3.08 for vocabulary, 2.9 for language use, and 2.88 for mechanics. Moreover, after applying the written feedback, there was an improvement of each aspect. As presented in the chart above, the mean score aspect is 3.74 for content, 3.54 for organization, 3.24 for vocabulary, 3.16 for language use, and 3.43 for mechanics.

However, there was weakness on the students' vocabulary. During the process of teaching and learning, the students were lazy to find and write the translation of the English words, whereas the teacher had already asked them. There were only female students who followed her instruction, while male students preferred waiting for the answers. It is supported by the quotation as follows.

R: Researcher    Ss: Students

*R membagikan handout ketika selesai mengajukan pertanyaan. Handout tersebut berisi beberapa teks yang menceritakan pengalaman liburan seseorang. R meminta Ss untuk membacanya bersama teman duduk mereka. Ada beberapa siswa laki-laki yang terlihat enggan untuk membacanya.*

*Mereka berkata kalau mereka tidak suka melakukannya secara berpasangan. Tetapi R tetap memperingatkan Ss. Setelah itu, R menyuruh Ss untuk menulis bebrapa kata Bahasa Inggris yang sulit dan menerjemahkannya kedalam bahasa Indonesia. Beberapa Ss tidak menulisnya. Ss hanya menunggu jawaban dari R.*

R distributed handouts after asking the questions. Those handouts told about someone holiday experiences'. R asked SS to read the texts in their chairmate. **There were some male Ss who seemed reluctant to read them. They said that they did not prefer doing it in pairs.** However, R kept warned Ss. After that, R asked Ss to write some difficult English words and translated them into the Indonesian. Some of Ss did not write them. Ss only waited R explaining.

(Field Note 4, September 11<sup>th</sup>, 2012)

The quotation above also indicated that students were lazy to do the activity of reading. They preferred to keep silent or having a chat inspite of reading. They just waited to get the answers instantly from the teacher.

In addition, they seemed confused to write because they did not know some English words. As a result, they often asked to the teacher. They even did not interest to bring dictionary. It can be seen on the following interviews.

- R : *"Rizki, ada kesulitan gak tadi waktu nulis?"*  
 : ("Rizki, is there any difficulty when you are writing?")  
 S : *"Dikit, Miss."*  
 : ("Yes, it is.")  
 R : *"Apa yang sulit?"*  
 : ("What is the difficulty?")  
 S : *"Gak tahu bahasa Inggrisnya."*  
 : (**"I do not know the English words."**)  
 R : *"Oh... maksudnya vocabnya?"*  
 : ("Oh... do you mean the vocabulary?")  
 S : *"Iya...vocabnya."*  
 : (**"Yes... the vocabulary."**)

R: researcher S: student (interview 19, September 25<sup>th</sup>, 2012)

R : "Bisa gak tadi waktu nulis?"

- : (“Could you write the recount text?”)
- S : “*Bisa, Miss.*”
- : (“Yes, I could.”)
- R : “*Tapi tadi ko kamu tanya-tanya Miss Ruri terus?*”
- : (“But why did you always ask me?”)
- S : “*Hehe... iya Miss, soalnya aku gak tahu kata-katanya Bahasa Inggrisnya.*”
- : (“**Hehe... I did not know the English words, Miss.**”)
- R : “*Ko gak di check di kamus?*”
- : (“But why didn’t you check them in the dictionary?”)
- S : “*Aku gak bawa kamus.*”
- : (“**I do not bring the dictionary.**”)
- R : “*Kenapa?*”
- : (“Why don’t you bring it?”)
- S : “*Males bawa, Miss.*”
- : (“**I don’t intend to bring it, Miss**”)

R: researcher    S: student                      (interview 18, September 25<sup>th</sup>, 2012)

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In the process of writing, the students also got some difficulties to revise their writing. They said that they forgot the symbols. They even did not bring the list of the symbols. Therefore, some of them approached and asked to the researcher. It was supported by the following quotation:

R: Researcher                      Ss: Students

*Ketika R memberikan hasil tulisan Ss, beberapa dari Ss mendekatinya dan bertanya tentang jenis kode yang Ss dapatkan. Ss secara bergiliran menanyakannya pada R, sehingga mendorong suasana kelas yang ramai.*

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**When R gave Ss’ writing product, some of Ss approached and continued to ask about the meaning of codes they got. Ss asked to R in turn, so it rose the noise in the class.**

(Field Note 7, October 2<sup>nd</sup>, 2012)

In addition, the data was also supported by the interviews. They can be seen as follow:

- R : *“Tadi kesulitannya apa waktu merevisi tulisanmu?”*  
 : *“(What was the difficulty when you were revising?)”*  
 S : *“Itu Miss, aku gak tahu simbolnya. Sering lupa.”*  
 : *“(I did not know the symbols. I forgot them.)”*  
 R : *“Berarti tadi gak bisa benerin dong?”*  
 : *“(So, you could not revise your writing?)”*  
 S : *“Uda bisa, Miss. Tadi aku liat kertasnya dari temen.”*  
 : *“(I could revise it because I looked at my friend’s list.)”*  
 R : *“Kenapa gak dibawa kertasnya?”*  
 : *“(Why don’t you bring the list?)”*  
 S : *“He.. lupa, Miss. Gak tahu ditaruh dimana.”*  
 : *“(He.. I forgot it. I even do not know where it is.)”*

R: researcher S: student (interview 20, October 2<sup>nd</sup>, 2012)

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- R : *“Ini salahnya apa coba?”*  
 : *“(What does this symbol mean?)”*  
 S : *“He..aku lupa Miss. Tahunya yang ini sama ini.”*  
 : *“(He.. I am forget Miss. I only know these symbols.)”*  
 R : *“Kan contohnya sudah ada di kertas yang Miss. Ruri kasih. Coba dilihat lagi.”*  
 : *“(I have given you a list of symbols. It has an examples also. You can use it.)”*  
 S : *“Itu Miss... hilang kertasnya.”*  
 : *“(I lost it, Miss.)”*

R: researcher S: student (interview 21, October 2<sup>nd</sup>, 2012)

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As the conclusion, there were some improvements dealing with students’ motivation and students’ writing skills. However, there were still some problems related to the students’ reading interest, students’ vocabulary lack, and written feedback use. Thus, the researcher and the English teacher decided to continue the next cycle to solve those problems.

From the elaboration above, it can be concluded that the results of Cycle 1 are said to be valid because it is appropriate to the concept of process, dialogic, and outcome validity. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English teacher. The outcome validity was achieved by formulating new problems and finding the solution of them in the next cycle. Moreover, the results of Cycle 1 can be said reliable because there were more than one observer in gathering the data i.e. the researcher and observer. It is in line with the concept of researcher triangulation.

## **b. Report of Cycle 2**

The process of teaching and learning in Cycle 2 was conducted in three meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the problems which were found in the previous cycle. Dealing with those problems, the researcher and the collaborator arranged three steps below.

### **1) Planning**

As the previous explanation, there were some problems appeared during the implementation of the action in cycle I. The problems covered; 1) some students were not interested in reading the texts, 2) some students could not write maximally because they lacked of vocabulary. They did not bring dictionary even they had been already asked, 3) some students forgot the kinds of symbol that they had already learnt. Some of them also lost the list of those symbols. Therefore, based on the reflection in cycle I, the researcher and the collaborator decided to conduct the cycle II. furthermore, the English teaching and learning process in cycle II was divided into three meetings.

#### **1. Fifth meeting**

- a). The researcher and collaborator planned to present the materials on the LCD.
- b). The researcher and collaborator planned to use a video of making ice cream cup cake cone.

- c). The researcher and collaborator planned to teach the students how to write procedure text in a good order by using the generic structure of procedure text which includes goal, material, and steps.
  - d).The researcher and collaborator planned to provide some lists of vocabulary related to procedure text.
  - e). The researcher and collaborator planned to give a punishment to the students who did not bring dictionnary.
2. Sixth meeting
- a). the researcher and the collaborator planned to use puzzle and give a reward.
  - b). the researcher and collaborator planned to ask the students to write a procedure text based on their favorite food or drink.
  - c).the researcher and the collaborator planned to give written feedback on the students' writing.
3. Seventh meeting
- a). The researcher and the English teacher planned to show some students' work which contained written feedback on the LCD.
  - b). the researcher and the collaborator planned to show the list of code on the slide.
  - c). The researcher asked the students to revise their writing based on the researcher's written feedback.



## 2) Action and Observation

The teaching and learning process in Cycle 2 was carried out in three meetings i.e. on October 16<sup>th</sup> and 23<sup>rd</sup>, and 30<sup>th</sup>, 2012. The schedule of Cycle 2 can be seen in the following table:

Table 10: **The schedule of Cycle 2**

Meeting	Date	Time	Material
1	October 16 <sup>th</sup>	2x30 minutes	Procedure text – telling about how to make instant fried noodle, sandwich, gudeg jogja, sweer ginger coconut coffee.
2	October 23 <sup>th</sup>	2x45 minutes	Procedure text – How to make jelly.
3	October 30 <sup>th</sup>	2x30 minutes	Procedure text – telling about how to make favorite food.

The teaching and learning process in Cycle 2 which was conducted in three meetings is elaborated as follows:

### a). Fifth Meeting

As usual, the teacher came to the class accompanied by the observer when the bell had rung. However, they came to the class earlier because the school has another agenda at the day. Therefore, the lesson time was less than 45 minutes. It just consisted 30 minutes in one hour lesson. She greeted the students after entering the class. Then, she checked the attendance. There was no student absent.

She continued to show the pictures on the LCD. There were a cup of coffee, fried rice, meatball, and pizza. When she showed those pictures, most of the students looked at them. They seemed to be curious seeing the pictures. She asked them what pictures they were. Most of them answered rightly. She continued to ask them about their favorite food by pointing some students. They

had different favorite food/ drink. When she asked them about what ingredients were and how to make their favorite food/ drink, they seemed to be confused.

Hence, she decided to show the video. It was about how to make ice cream cup cake cone. She played the video. Most of them seemed curious seeing the video. It just played once. When it had finished, she asked about the content to the students. In fact, some of them could answer her questions. Therefore, she concluded that they had understood.

She distributed the handouts to the students. She asked them to read some texts. There were about how to make instant fried noodle, sandwich, and gudeg jogja. To make sure that all of them read those texts, she then asked two students to read the text about how to make instant fried noodle and sandwich. She pointed the students who usually made some noises. They read the texts which were presented on the LCD. Most of them paid attention to the texts and began to read them too. The class was silent. When they had finished reading, she tried to revise their incorrect pronunciation by asking them to repeat her. After reading the texts, they were asked to find the meanings of words stated on the texts and answer some questions based on the text. Those words were listed on their handouts. However, some students got difficulties in translating them. Most of them did not bring dictionary, so they still asked to the teacher. She then asked them to discuss with their friends. Some minutes later, she checked the students' exercises by moving around the class. Then, she discussed the content with them.

Before closing the class, she reviewed and reminded them to bring a dictionary because there would be a punishment. The class was agreed to ask the punisher singing a song in front of the class. Then, she closed the class.

#### **b). Sixth Meeting**

On the second meeting, the teacher and the observer came to the class. Directly, she prepared the LCD. When she had finished preparing it, she greeted the students and checked the attendance.

She reviewed the material by asking what the students did a week ago. Some of them said that they learnt about how to make something. The rest even said the name of the text. It seemed that they had already understood it. Furthermore, she did not forget to tell them whether they brought a dictionary or not. However, there were three students who did not bring a dictionary. Therefore, they were asked to sing a song.

She then presented the materials on the LCD. She explained about the generic structure of the procedure text of making jelly. When she had finished explaining, she asked them to read the text telling about how to make the sweet ginger coconut coffee. They should translate some words into the Indonesian. After that, they were asked to pronounce them. In the next activity, they were asked to answer the questions related to the text. Then, they discussed them together.

Furthermore, she showed the puzzle on the LCD. She asked the students to find words related to the materials of making fried rice. She gave them chance to move and write the answers on the whiteboard. She also said that they would get a

reward when they could answer them. Most of them were enthusiastic to write the answers. Finally, most of the students answered them rightly.

When it had finished, she asked them to write their favorite food or drink. Some of them said that they did not know how to make their favorite food. She then said that they could write based on their knowledge. It was no problem when they did not finish their writing. They followed to the teacher's instruction. During the writing process, she moved around the class and helped the students to write. When they were writing, some of them still made noises. However, the teacher could handle them.

Before the bell rang, she reviewed the material by asking them whether they had understood the material or not. Afterwards, she closed the class.

### **c). Seventh Meeting**

The teacher greeted the students and continued to check the attendance. There was a student who was absent on that day. After checking the attendance, she told them whether they brought a dictionary or not. Most of them brought it.

Before starting the main activity, she reviewed the material a week ago. Then, she showed some students' works which contained written feedback on the LCD. She asked them to study the code on those texts. After that, she told the objective and continued to show the instruction. She asked the students to revise their writing based on the codes and the comment they got. Then, she showed the lists of code on the slide. It was used to prevent them kept asking to the teacher. It was also done because she knew exactly that there were some students who did

not bring the list. Some of them even lost it. Moreover, they seemed understand about symbols they had. They did not approach her to asking as they did before.

She distributed the paper and asked them to revise their writing. in the middle of the writing process, there were some students who made noises. She directly approached and told them to keep silent. Hence, they revised it without making noise. They also sat on their own chair. During the writing process, as usual she moved around the class while checking the students' work.



Figure 7. The student and the teacher discuss about the difficulty

When they had finished revising, they were asked to submit the works on her table. Afterwards, she reviewed the materials by asking them whether they had understood the materials or not. Then, she closed the class.

### **3) Reflection**

Based on the reflection of the previous cycle, the researcher then conducted the Cycle 2. The result of implementing actions of Cycle 2 are in the following reflection.

In the first meeting of Cycle 2, the researcher taught a procedure text. It is used based on the discussion with the English teacher. In the process of teaching

and learning procedure text in the Cycle 2, the researcher did not get any difficulty. Although some students still made noise, she could handle it. She then focused on the certain students who often made noise and did not have interest in reading. It was done based on the discussion with the teacher. It can be seen in the following interview.

- R : *"Bagaimana menurut Bapak tadi pembelajarannya?"*  
 : *("In your opinion, how was the learning process?")*
- ET : *"Ya sudah cukup baik, ya mba. Walaupun memang tadi anak laki-lakinya pada rame. Mereka juga ada yang malas baca teksnya."*  
 : *("It was good. Even there were some male students who made noise. They were also students who were lazy reading the texts.")*
- R : *"Iya, Pak. Mereka sulit untuk diperingatkan."*  
 : *("Yes, Sir. I knew it.")*
- ET : *"Ya gak apa-apa mba. Namanya juga anak-anak ya...besok diberikan kegiatan aja buat mereka yang rame. Biar mereka mau baca, suruh mereka membaca di depan kelas."*  
 : *("Don't worry. There are teenagers. For the next meeting, you can give them an activity which can prevent them making noise. In order to encourage them reading texts, you can ask them to read in front of the class.")*
- R : *"Oh... iya, pak. Besok saya suruh mereka baca keras aja dari slide, gimana pak?"*  
 : *("Yes, Sir. I will ask them to read the texts loudly which will be shown on the slide.")*
- ET : *"Owh iya, ndak apa-apa. Yang penting yang rame itu diberi kegiatan biar yang lainnya tidak terganggu."*  
 : *("No problem. Just give them an activity to prevent noise.")*
- R : *"Baik, Pak."*  
 : *("Ok, Sir.")*

R: researcher ET: English teacher (interview 11, October 11<sup>th</sup>, 2012)

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Moreover, to reduce the noise, she showed the texts on the LCD and asked the students who often made noise to read them loudly. In fact, most of the students were silent. The rest even followed reading those texts on the LCD. Most

of them paid attention to the texts. It seemed that showing the text on the LCD was effective to get the students' attention. It also encouraged them to read. In addition, pointing the trouble maker students to read the texts aloud could reduce a noise.

Based on the previous cycle, most of the students did not intend to bring dictionary. It was still occurred, although they had been already warned by the researcher. To handle them, she then gave a punishment to the students who did not bring dictionary. It was singing a song in front of the class. It was applied based on the discussion with the teacher and interviewed the students. Here are the following interviews.

- ET : *“Memang mba..anak-anaknya kan belum terlalu banyak kosakata bahasa Inggrisnya. Makanya bapak suruh mereka bawa kamus kalo sedang belajar.”*  
 : (“Actually, they have a little vocabulary. Therefore, I ask them to bring dictionary.”)
- R : *“Sudah saya suruh,Pak. Tapi tetep aja ada yang tidak bawa. Kalau saya beri hukuman bagaimana ya Pak kira-kira?”*  
 : (**“I have already asked them, Sir. However, some of them still do not bring it. How about if I give them punishment?”**)
- ET : *“Hukumannya apa dulu.”*  
 : (“What kind of punishment is.”)
- R : *“Sepertinya mau saya suruh nyanyi bahasa Inggris di depan kelas,Pak. Daripada suruh keluar nanti malah mereka main.”*  
 : (**“How about asking them to sing an English song in front of the class, Sir. It is better than asking them to get out of the class.”**)
- ET : *“Iya, ndak apa-apa. Begitu juga baik.”*  
 : (**“Ok.”**)

R: Researcher ET: English teacher (interview 23, October 2<sup>nd</sup>, 2012)

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- R : *“Sini duduk. Miss. Ruri mau tanya. Kelas ini ko rame banget ya? Udah diingetin masih juga rame. Trus pada gak bawa kamus juga.”*

- : (“Sit down, please. I want to ask you. Why do this class looked so noisy?I have warned you all, but you still made noise. They are also students who do not bring dictionary.”)
- S : “*Iya. Kita kan nyante orangnya. Aku bawa kamus ko, Miss.*”  
: (“We are humorist. I bring a dictionary, Miss.”)
- R : “*So, should I give a punishment to the students?*”
- S : “*Yes, Miss. I agree with you.*”
- R : “*What punishment?*”
- S : “*Keluar aja Miss.*”  
: (“Ask them to go out.”)
- R : “*Yah.. ntar malah masuk kantin.*”  
: (“Yah.. they will go to the canteen, instead.”)
- S : “*Ya gak Miss. Keluarnya sebentar aja trus suruh masuk lagi.*”  
: (“No. We won’t, Miss. You just ask us to go out just a few minutes.”)
- R : “*Besok suruh nyanyi aja gimana?*”  
: (“**How about singing a song?**”)
- S : “*Iya...gak apa-apa.*”  
: (“**Ok**”)

R: Researcher                      S: Student                      (interview 22, October 2<sup>nd</sup>, 2012)

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Based on the interview above, it seemed that both the teacher and the students agreed if the researcher gave a punishment especially to the students who did not bring a dictionary. Moreover, the punishment will be singing a song in front of the class. It is also supported by the following quotation.

R: Researcher	Ss: Students
<p><i>Sebelum menutup pelajaran, R mengatakan bahwa akan ada hukuman bagi Ss yang tidak membawa kamus. R mengatakan “bagaimana kalau hukumannya nyanyi bahasa Inggris di depan kelas?” Ss menjawab “Setuju, Mis.”</i></p> <hr/> <p>Before closing the class, R tells that there will be a punishment for Ss who do not bring dictionary. <b>R said “how about singing an English song in front of the class?.” Most of Ss said “we are agreed, Miss”.</b></p> <p style="text-align: right;">(Field Note 8, October 16<sup>th</sup>, 2012)</p>	



Furthermore, giving a punishment to the students was effective to force them bringing a dictionary. In the second meeting of cycle 2, most of them brought it. There were only three students who did not. Therefore, in the end of the class, the researcher asked them to sing a song. In fact, only one student who sang in front. The two students felt ashamed and did want to singing. Then, she let them, but she warned both to bring it in the next meeting. In addition, all of the students brought the dictionary in the next meeting.

Another problem laid in the previous cycle was that some of the students did not remember about the written feedback. In order to make them understand, the researcher usually explained them when they were writing. She even showed the examples of students' works on the LCD. However, the problem was they forgot about the code. Therefore, in the third meeting of cycle 2, she showed the list on the slide. As stated previously, it was used to prevent the students keep asking to the researcher. In addition, they did not ask to the teacher as they did before. It can be seen on the quotation below.

R: Researcher Ss: Students

*Ketika mereka mendapatkan hasil revisian, R secara langsung menyuruh mereka untuk merevisinya. R juga menunjukkan instruksi yang harus dilakukan pada slide. Ss nampak memperhatikan. Setelah itu, R juga menunjukkan daftar kode yang sering digunakan. R kemudian membagikan kertas kepada Ss. Ketika Ss mendapatkannya, Ss segera memulai untuk merevisi kesalahan mereka tanpa membuat keramaian..*

when Ss got their writing, R directly asked Ss to revise it. **R also showed the instruction on the slide. Most of Ss paid attention to the instruction.** After that, she showed the list of codes on the slide too. R shared a paper to each Ss. **When Ss got it, Ss began to revise their mistakes without making noise.**

(Field Note 10, October 30<sup>th</sup>, 2012)

Besides, the researcher also gave a comment to the students' work. It aimed to help the students recognizing their mistakes in writing related to the content and the organization. Furthermore, there was an improvement on students' writing. They could organize their writing well. They also reduced some spelling mistakes which is symbolized as *S*. However, in the cycle 2, most of them still did the mistakes on the punctuation which was symbolized as *P*. They often ignored about punctuation when they were writing. They also made mistakes on number *S/P* as singular or plural form. Fortunately, when they were asked to revise, they could do it based on the written feedback they had got. The written products are shown as follows.

How to make fried rice

Hello friend, I want to tell you how to make a delicious friend rice. The ingredients are onion, garlic, salt, egg, pepper, chili, ketchup, rice, oil. And the equipment are blender, frying pan, spatula and knife. First, blend the onion, garlic, salt and pepper, and be a flavor. Next, slice the chili with the knife. Next, serve the frying pan with low fire. ~~Next~~ Then, fry the flavour, and than mix the? with the rice and slice of chili. Then add the egg and the ketchup. mix that in 15 minutes. Then serve in plate.

C: 3  
 O: 3  
 V: 3  
 L: 3  
 M: 3

} 15  
 Prep are

Teacher's comment: Good Job. Tapi tolong Perhatkan penulisan huruf & tanda baca & tambahkan closing-nya. ajakan untuk mencoba resep kamu. Perhatikan juga cara Menulis paragraf. Good luck.

Figure 8. The Students' Writing Product in the Sixth Meeting

After they got written feedback in the form of codes and comment which were stated on their writing, they revised them into a final product. They even revised their writing by themselves. It can be seen in the following students' writing product.

Name : Margaretta Ayu  
 Indah.k  
 No : 5  
 kelas : XF

C=3

O=4

V=3

L=3

M=3

16

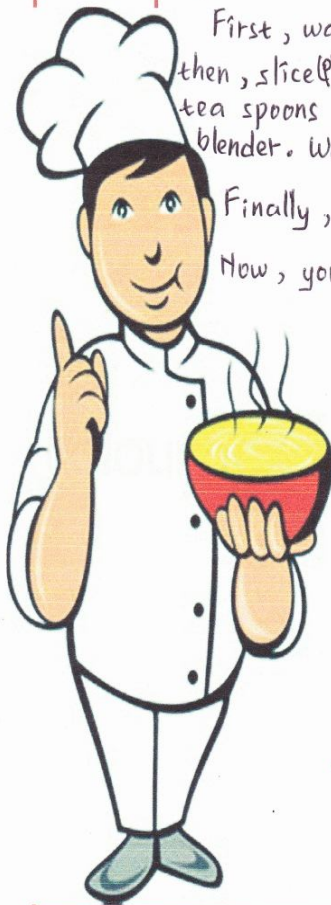
### How To Make Apple Juice

OK friends! Now, I would like to share how to make apple juice. I think you have ever to drink this. And now, the materials are 1 glass cup, 5 apples, water, about 3 tea spoons of sugar, blender, knife.

First, wash apples. And then, shell <sup>are</sup> apples. And then, slice <sup>(pronounced)</sup> into pieces. And then, pour water, add 3 tea spoons of sugar, and pieces apple to the blender. Wait for about 3 minutes.

Finally, pour it into a glass cup and serve it.

Now, you can make apple juice.



attention to the codes/ symbols that you have already got.

Name : Ulinnuha Fahmi  
No : 22 .

C=4

O=3.5

U=4

L=4

M=4  
19.5

### How To Make Fruits Salad

Hi, friends. Now, I will make a fruits salad.  
Do you like to make it with me? It is very easy, you know.  
Okey! Here we go.

If you will make the fruits salad, you must prepare the ingredients, there are some apples, grapes, strawberries, a pieces of mango, yogurt and mayonise. First, cut some apples into dices and put it in the bowl.

Then, cut grapes and strawberries into pieces, after that, put they with a pieces of mango into the bowl, too. Next, pour yogurt and mayonise on the top.

Don't forget to give a garnish, that's you like.  
Well, this is it! Now, you can try this by your self. Thanks...

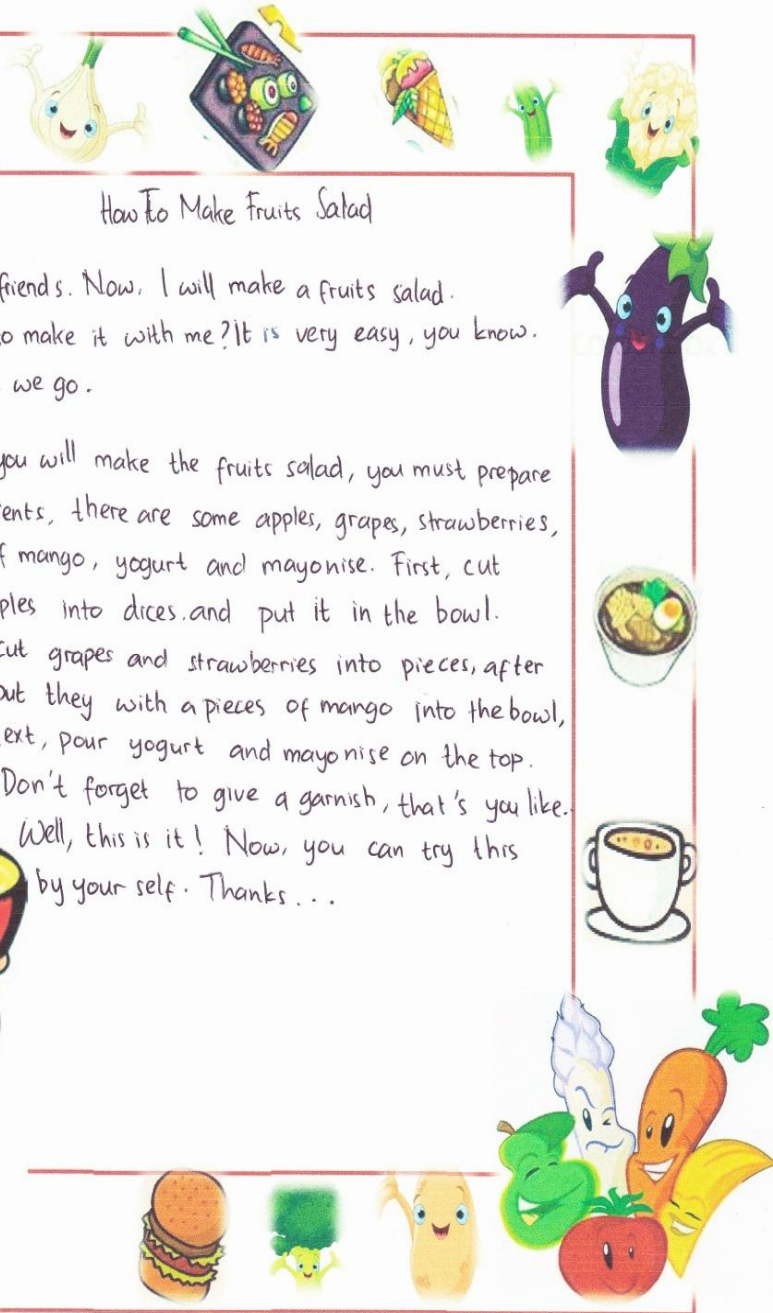
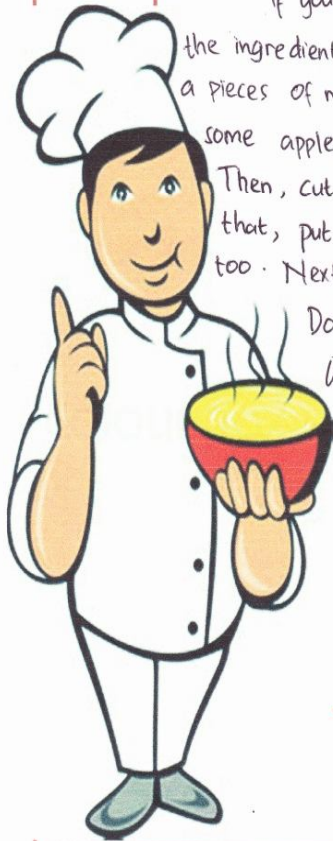
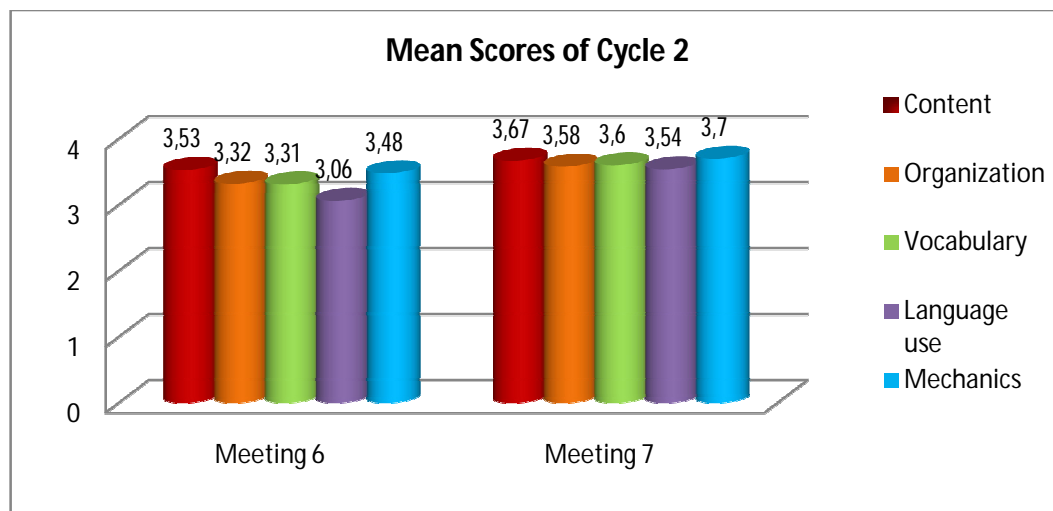


Figure 9. The Students' Writing Product in the Seventh meeting

In addition, the results of this cycle related to mean scores of the five writing aspects can also be seen from the chart below:



By conducting written feedback, students felt that they were helped during the process of writing. Furthermore, they could also learn how to revise the mistakes by themselves. On the one hand, their response seemed to be positif toward the use of written feedback. This is supported by the following interviews.

- R : *“Mau tanya tadi symbol yang paling banyak apa?”*  
 : (“What kinds of symbols did you get most?”)
- S : *“Yang kaya lamda.”*  
 : (“Symbol that is like as lamda.”)
- R : *“Apa itu maksudnya?”*  
 : (“What is the meaning?”)
- S : *“Mmm... ada yang kurang.”*  
 : (“Something has been left out.”)
- R : *“Tapi sudah paham sama simbolnya?”*  
 : (“But, have you already understood about it?”)
- S : *“Paham.”*  
 : (“Yes, I have.”)
- R : *“Kira-kira seneng gak pake symbol?”*  
 : (“Are you interested?”)

- S : “*Seneng pake simbol.*”  
 : (“**I prefer to use symbols.**”)  
 R : “*Kenapa?*”  
 : (“Why?”)  
 S : “*Bisa memperbaiki tulisan sendiri.*”  
 : (“**By using symbols, I can revise the text by my ownself.**”)

R: Researcher      S: Student      (interview 24, October 30<sup>th</sup>, 2012)

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- R : “*Simbol yang paling banyak apa?*”  
 : (“What kinds of symbol did you get most?”)  
 S : “*P*”  
 : (“P”)  
 R : “*Mudeng gak kira-kira?*”  
 : (“Did you understand it?”)  
 S : “*Iya*”  
 : (“Yes, I did.”)  
 R : “*Pake simbol seneng gak?*”  
 : (“**How about using the symbols?**”)  
 S : “*Iya lebih enak.*”  
 : (“**It is more interesting.**”)  
 R : “*Tadi bisa memperbaiki sendiri ya?*”  
 : (“Could you revise your written text?”)  
 S : “*Iya*”  
 : (“Yes, I could.”)

R: Researcher      S: Student      (interview 26, October 30<sup>th</sup>, 2012)

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- R : “*Kalo tadi ulfah simbol yang paling banyak apa?*”  
 : (“What kinds of symbols did you get most?”)  
 Ss : “*Gag ada paling banyak.sama ja.*”(21)  
 : (“They were almost same in quantity.”)  
 R : “*Membantu gag?*”(21)  
 : (“Do the symbols help you in revising your mistakes?”)  
 Ss : “*Membantu*”(21)  
 : (“**Yes, they do.**”)  
 R : “*Seneng gak kalo pake simbol gitu?*”  
 : (“**Is it interesting?**”)  
 Ss : “*Seneng tapi kadang gag hapal. Harus lihat panduannya*”(21)  
 : (“**Yes, it is. But, sometimes I forget them. I must see the list**”)  
 R : “*Kalo yustin yang paling banyak apa?*”  
 : (“How about you, Yustin. What kinds of symbol did you get most?”)  
 S : “*P*”(31)



- : “P”  
 R : “*P untuk apa?*”  
 : (“What does it mean?”)  
 Ss : “*Tanda baca.*”(31)  
 : (“Punctuation.”)  
 R : “*Suka gag kalo pake simbol?*”  
 : (“**Do you prefer to use symbols?**”)  
 Ss : “*Tapi Kalo aku sih mending pake simbol jadi tambah dong.*”(18)  
 : (“**In my opinion, I prefer to use symbols. I know my mistakes then.**”)  
 R : “*Yang paling banyak kesalahannya apa?*”  
 : (“What mistakes did you get most?”)  
 Ss : “*P, titik koma.*”(18)  
 : (“P for full stop, and comma.”)

R: Researcher      Ss: Students      (interview 25, October 30<sup>th</sup>, 2012)

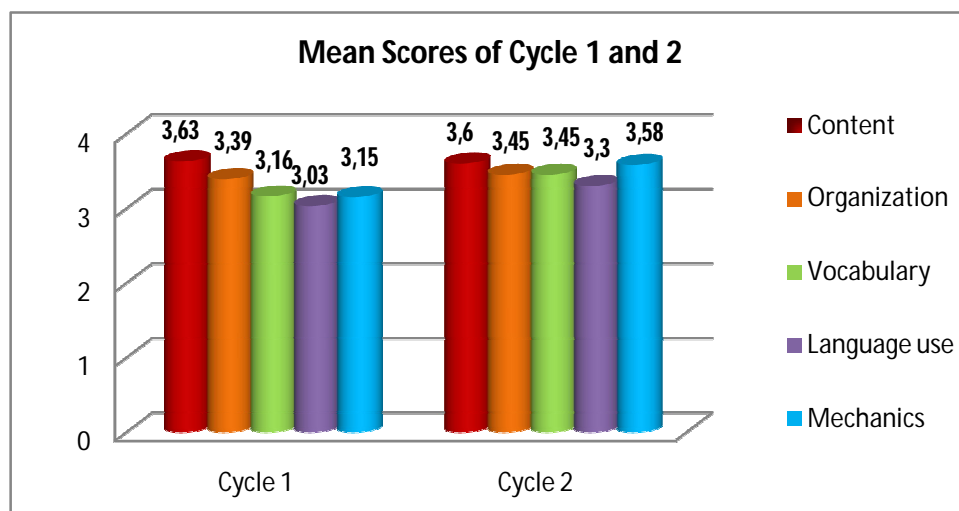
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From the elaboration above, it can be inferred that the results of Cycle 2 are said to be valid since it is in line with the concept of process, dialogic, and outcome validity and catalytic validity. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English teacher. The outcome validity was achieved by the improvements of the students' writing skills in term of five aspects of writing. The catalytic validity was achieved by the opportunities given to the students and collaborator to give their response dealing with the action implemented. It also can be said that the results are said to be reliable because there were more than one observer in gathering the data. It is in line with the concept of triangulation especially the researcher triangulation. By looking at the results in this cycle which had shown good improvements in students' writing skills, the researcher and the collaborator decided to stop the cycle.



### 3. General Findings

The result of the study which shows the mean scores of the five writing aspects' in every cycle can be seen in the following chart.



In Cycle 1, the average between meetings 3 and 4 was 3.63 for the content, 3.39 for the organization, 3.16 for the vocabulary, 3.03 for the language use, and 3.15 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing skills. However, there were still some problems occurred dealing with the students' reading interest, students' vocabulary mastery and the implementation of written feedback. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 6 and 7 was 3.6 for the content, 3.45 for the organization, 3.45 for the vocabulary, 3.3 for the language use, and 3.58 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation, students' vocabulary mastery

and students' writing skills in term of five aspects of writing. Thus, the researcher and the collaborator decided to stop the cycle.

## **B. Research Discussion**

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They made a conclusion that applying written feedback in additional actions can improve students' writing skills. Moreover, it can also improve the students' motivation in the teaching and learning process of writing. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills and motivation, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

### **1. Qualitative Data**

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. From the observation and interview at the reconnaissance stage, it can be implied that the students found difficulties in writing. There were also a monotonous activity and unsufficient feedback from the teacher which affected the students motivation. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. In order to solve the problems dealing with the students' writing skills, the researcher and the collaborator agreed to apply the written feedback. Moreover, to appear the students' motivation during the teaching and learning process, they decided to maximize the use of media and the teaching aids. It was

by presenting the materials in combination with pictures and video which were shown on the LCD.

This conclusion is said to be valid and reliable because the process was done in line with the concept of process validity, outcome validity, time triangulation and theory triangulation. It means that there are some improvements which are supported by the data sources. Besides, there are more than one observer that involved in the research which was in line with researcher triangulation.

## 2. Quantitative Data

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presents a conversion table consisting of six categories namely “very poor”, “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follows:

**Table 11: Conversion Table of Students’ Writing Scores**

No.	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			3	4	6	7
1.	17.5 – 19.9	Excellent	5	16	8	25
2.	15.0 – 17.4	Very good	16	15	21	6
3.	12.5 – 14.9	Good	10	0	2	0
4.	10.0 – 12.4	Fair	0	0	0	0
5.	7.5 – 9.9	Poor	0	0	0	0
6.	5.0 – 7.4	Very poor	0	0	0	0

Based on the table above, it can be found that in the third meeting, there were still some students who were in the “good” category, while in the fourth

meeting, none of them was in that category. In the fourth meeting, there were 15 students who were in the “very good” category. In the sixth meeting, there were 21 students who were in the “very good” category, while in the seventh meeting there were 6 students in the “very good” category. The rest were in “excellent” category.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

#### **A. Conclusions**

The research is aimed at improving the teaching and learning process of writing by using written feedback in additional action. In reference to the discussion in the previous chapter, it can be concluded that maximizing the use of media could improve students' motivation during the writing teaching and learning process. In addition, using written feedback in the writing process is believed to be effective to improve students' writing skills. It can be seen as follows:

The problems related to the teaching and learning process of writing dealt with media, writing activities, technique, and students' writing skills which were related to ideas, organization, vocabulary, language use and mechanics. The researcher and the English teacher implemented some actions; they were maximizing the use of media to motivate the students and using written feedback to improve students' writing skill.

- a. This research was conducted in two cycles; Cycle 1 consisted of four meetings and Cycle 2 consisted of three meetings. In every cycle, the researcher implemented the actions to improve the students' motivation and writing skill. The researcher found that: 1) the students were motivated during

the writing teaching and learning process since there was media 2) the students' writing skill was improved in term of five aspects of writing. However, the researcher still found some problems: 1) some students were lazy to read the texts, 2) Students were not interested to list and translate the difficult words, 3) Most students did not bring dictionary, 4) Some students approached the teacher to ask about code stated on their writing, and 5) Some students lost the list of code.

- b. In Cycle 2, the researcher still used the same actions with some modifications. The researcher presented the texts on the slide as the media to involve the students in the learning process. She also listed some vocabulary related to the materials on the students' handout. On the one hand, she gave a punishment to the students who did not bring dictionary. In addition, to remember the students about the use of code, she presented the kinds of code on the slide.

The implementation of media and written feedback improved the students' motivation in the writing teaching and learning process which also affected the students' writing skill. The use of written feedback improved students' motivation in learning the materials and doing the writing tasks. The students were enthusiastic to learn since there was the implementation of written feedback in combination with the use of media and teaching aids. In addition, written feedback improved students' writing skills including the five aspects namely content, organization, vocabulary, language use, and mechanics. By applying written feedback, the students were aware that they had mistakes in their writing.

Hence, they could revise them by themselves. They could also use the correct grammatical features in writing through the use of codes which they got in their writing. In addition, it influenced the aspects of language use and mechanics. Moreover, providing lists of words before writing could help the students in mastering the vocabulary. By the application of written feedback, they also could organize ideas well into a good paragraph which affected the content and organization aspect. Thus, the improvement of students' writing skills can be seen from the mean scores of each writing aspects, from the categorization based on the conversion table, and from the samples of students' works in the two cycles.

## **B. Suggestions**

Having conducted this research, the researcher proposes some suggestions for the English teachers, students, and other researchers. The suggestions are presented as follows:

### **1. For English teachers**

It is essential for the English teachers especially the English teachers of SMA N 1 Depok to improve students' writing skills. The teacher ought to use written feedback in order to help the students to be able to revise their mistakes in writing. The teacher needs to involve them during the teaching and learning process of writing. Moreover, the teacher should establish the enjoyable atmosphere in the class. In order to motivate the students in writing, the teacher can maximize the use of media provided by the school.

## 2. For students

Students are expected to give their attention to the teacher's feedback. They ought to reflect it in order to improve their writing.

## 3. For other researchers

The results of this research are expected to encourage other researchers to conduct another study on the same field in order to investigate further effect of written feedback to improve the students' writing.



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# APPENDICES

# **APPENDIX A**

# **INSTRUMENTS**

# **OBSERVATION GUIDELINE**

### SPECIFICATION ASPECTS OBSERVED IN THE CLASSROOM

Aspects	Indicators	Descriptions
Students	Students' attention to the teacher's explanation	
	Students' attitudes during the teaching and learning process	
	Students' responses to the teacher's questions	
Teacher	The teacher's way in opening the lesson	
	The teacher's way in presenting the materials	
	Learning methods and techniques used during the lesson	
	The teacher's way in closing the lesson	
Materials	The appropriateness of the materials with the curriculum, syllabus, and lesson plans (standard of competence and basic competencies)	
Learning Media	Learning media used in the teaching and learning process	
	Students' interests to the media used	
Students' writing performances	Students' ability in generating ideas	
	Students' ability in applying the grammatical features	
	Student' ability in organizing the paragraph	

# **INTERVIEW GUIDELINE**



A. Before observation

1. For the English teacher
  - a. Menurut Bapak, kesulitan apa yang biasanya dihadapi dalam mengajarkan bahasa Inggris?
  - b. Kendala apakah yang dihadapi dalam proses pengajaran?
  - c. Media apakah yang biasa digunakan dalam pembelajaran bahasa Inggris?

B. After observation

1. For the students
  - a. Bagaimanakah pembelajaran bahasa Inggris hari ini?
  - b. Media atau materi apakah yang diajarkan hari ini?
  - c. Diantara 4 skills, menurut adik skill apakah yang dianggap paling sulit? mengapa?

C. After Implementation

1. For the English teacher?
  - a. Bagaimanakah pendapat Bapak mengenai pembelajaran tadi?
  - b. Bagaimanakah pendapat Bapak mengenai penerapan written feedbacknya?
2. For the students
  - a. Bagaimana pendapat adik mengenai pembelajaran tadi?
  - b. Apakah Adik paham dengan written feedback (simbol) yang saya berikan?
  - c. Apakah simbol yang terdapat dalam tulisan Adik?
  - d. Apakah Adik bisa membetulkan tulisan Adik dengan simbol tersebut?
  - e. Apakah simbol yang belum dipahami?
  - f. Apakah Adik senang belajar dengan written feedback (simbol)? Mengapa?

# **WRITING RUBRIC**

## Writing rubric

Aspects	Criteria	Scores
Content	Relevant to topic	4
	Mostly relevant to topic but lacks detail	3
	Inadequate development topic	2
	No relevant to topic	1
Organization	Ideas clearly stated and supported, well-organized, cohesive	4
	Loosely organized, but main ideas stand out, not well-organized	3
	Ideas confused or even no main ideas, bad organization	2
	Does not communicate, no organization	1
Vocabulary	Effective word/ idiom choice and usage	4
	Occasional errors of word/ idiom form, choice, and usage	3
	Frequent errors of word/ idiom form, choice, and usage	2
	Little knowledge of English vocabulary, idioms, and word form	1
Language use	Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, pronouns, or prepositions	2
	Dominated by errors	1
Mechanics	Few errors of spelling, punctuation, capitalization and paragraphing	4
	Occasional errors of spelling, punctuation, capitalization and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization and paragraphing	2
	Dominated by errors	1

# **APPENDIX B**

## **COURSE GRID**

## COURSE GRID

School : SMA N 1 Depok  
 Subject : English  
 Skill : Writing  
 Grade/ semester : X/ 1

Standar Kompetensi:

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

- 6.1. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

Cycle 1	Learning Materials	Learning activities	Indicator	Assessment	Media
1 <sup>st</sup> – 3 <sup>th</sup> meetings	<p><b>Text :</b> Recount</p> <p><b>Topic :</b> Holiday</p> <p>Last holiday, I went to Bali with my family. We went there by bus. We started the journey from Bandung at 08.00 o'clock.</p>	<p><b>1<sup>st</sup> meeting</b>  <b>Building Knowledge of the Field (BKOF)</b>  <b>Activity 1</b></p> <ul style="list-style-type: none"> <li>The students are given some recount texts to the students related to the topic: My Holiday</li> <li>The students read the texts.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>The teacher gives a certain recount text</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the use of past verb</li> <li>Arranging the jumble sentences into paragraphs of recount text</li> <li>Identifying the</li> </ul>	<p>Written test (reading comprehension)</p> <p>Written text production</p>	<ul style="list-style-type: none"> <li>Sudarawati, Th. M. dkk. 2007. <i>Look Ahead 1</i>. Jakarta: Penerbit Erlangga</li> <li>Modul</li> </ul>

	<p>In the journey to Bali, we passed Sidoarjo in East Java and saw Lumpur Lapindo there. In the border between Java Island and Bali Island, we took a recess for a few minute in Grafika restaurant. The view is very beautiful. Then, we continued to go to Bali by ship.</p> <p>In Bali, we stayed in my aunt's bungalow. The bungalow is near the pura. Then, we took a recess because we felt so tired. The second day, we went to "Tanah Lot". I touched a snake, a holly snake, and saw a big snake there. At first, I thought the snake was dangerous but it was not. My family and I also bought a lot of souvenirs like hair ties and many more. I also saw a bat hanging in the wicker of the tree.</p> <p>The next day, my family and I went to Sanur Beach. We swam and played a canoe there. I liked the moment because playing a canoe is very interesting. After swimming and playing a canoe, we visited the museum which is near the beach. The name of the museum is "Lameyer Museum". I've got a lot of knowledge there.</p> <p>The next day, we went to Kuta beach. In the journey to Kuta beach, I saw</p>	<p>and asks the students to read it</p> <ul style="list-style-type: none"> <li>• The students are asked to answer the questions related to the text.</li> <li>• The teacher and the students discuss about the answers.</li> <li>• The students are asked to pronounce the expression/ vocabularies stated on the text</li> <li>• The students write the expression or vocabularies.</li> </ul> <p><b>Modeling of the Text (MOT)</b></p> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• The teacher explains about the recount text: The purpose, generic structure, language feature of the text and past tense used in recount text.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• The students are asked to do the task (filling the blank related to the use of past tense).</li> <li>• The teacher and the students discuss about the answers.</li> <li>• The students identify the generic structure and language features of the text</li> <li>• The teacher and the students do the</li> </ul>	<p>use of written code in the recount text</p> <ul style="list-style-type: none"> <li>• Using the written code or non-code to revise the recount text</li> <li>• Writing a recount draft</li> <li>• Composing a recount text</li> <li>• Producing a recount text</li> </ul>		<ul style="list-style-type: none"> <li>• Laptop</li> </ul>
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	<p>the first Bali bom memorial. We took a lot of pictures and saw a sunset moment there. It looked so beautiful. In the last day, we went to Sukowati traditional market. Then, we bought a lot of souvenirs because the price was so cheap. We could bargain if the price was too high.</p> <p>After we bought some souvenirs, we came back to Bandung by airplane.</p> <p>It was a nice holiday..</p> <p>1. Purpose of Recount</p> <p>Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.</p> <p>2. Generic Structure of Recount</p> <ol style="list-style-type: none"> <li>1. Orientation: Introducing the participants, place and time</li> <li>2. Events: Describing series of event that happened in the past</li> <li>3. Reorientation: It is optional. Stating personal comment of the writer to the story</li> </ol> <p>3. Language Feature of Recount</p> <ul style="list-style-type: none"> <li>• Introducing personal participant; I, my group, etc.</li> </ul>	<p>discussion about it.</p> <p><b>2<sup>nd</sup> Meeting</b>  <b>Modeling of the Text (MOT)</b>  <b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• The teacher explains about the written feedback (using code or non-code)</li> </ul> <p><b>Joint Construction of the Text</b>  <b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• The students are divided into some groups (each group consist of four students)</li> <li>• The students are given the jumble sentences and they rearrange them into a recount paragraph (each group has to move around to search other sentences from other groups)</li> <li>• Each group glue the unarrangement sentences into a postcard.</li> </ul> <p>➤ <b>(1<sup>st</sup> written feedback activity)</b></p> <ul style="list-style-type: none"> <li>• The students identify the mistakes on the postcard (spelling, grammar, punctuation etc.) by giving code.</li> <li>• The teacher also helps the students by</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Using chronological connection; then, first, etc.</li> <li>• Using linking verb; was, were, saw, heard, etc.</li> <li>• Using action verb; look, go, change, etc.</li> <li>• Using simple past tense</li> </ul> <p>Grammar :</p> <p>I went to Bali with my family.</p> <p>Vocabulary:</p> <p>Passed /pɑ:sed/  Continued /kən'tɪnju:/  Bungalow /bʌŋgələʊ/  Recess /ri'ses/  Canoe /kə'nu:/  Journey / 'dʒɜ:ni/  Swam / sw  bought /bɔ:t/</p>	<p>giving written feedback.</p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss it.</li> </ul> <p><b>3<sup>rd</sup> Meeting</b>  <b>Individual Construction of the Text (ICOT)</b>  <b>Activity 7.</b></p> <ul style="list-style-type: none"> <li>• The students compose their draft into recount text in the form of postcard.</li> <li>• The teacher helps the students how to write (<i>focus on content and organization</i>).</li> </ul> <p><b>4th meeting</b>  ➤ <b>(2<sup>nd</sup> written feedback activity)</b></p> <ul style="list-style-type: none"> <li>• The teacher gives written feedback (code) on the students' writing.</li> <li>• The students revise their writing based on the teacher's written feedback.</li> <li>• The students submit their final recount text. (<i>focus on language use, vocabulary and mechanics</i>).</li> </ul>			
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Cycle 2	Learning Materials	Learning activities	Indicator	Assessment	Media
5 <sup>st</sup> – 7 <sup>th</sup> meetings	<p><b>Text :</b> Procedure</p> <p>Topic : Food and drink</p> <p>How to make jelly</p> <p>Jelly can be made very simply by the following these directions.</p> <p>You will need a paket of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, a bowl.</p> <ol style="list-style-type: none"> <li>1. Empty contents of a packet of jelly crystals into the jug.</li> <li>2. Add boiling water</li> <li>3. Stir well until crystals dissolve.</li> <li>4. Add the cold water and stir.</li> <li>5. Pour mixture into a bowl.</li> <li>6. Refrigerate until firm.</li> </ol> <p>1. Purpose: To help us do a task or make something.</p>	<p><b>5<sup>st</sup> meeting</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• The teacher shows a video of making cupcake</li> <li>• The students are given some procedure texts to the students related to the topic: My favorite food and drink</li> <li>• The students read the texts.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a certain procedure text and asks the students to read it.</li> <li>• The students are asked to answer the questions related to the text.</li> <li>• The teacher and the students discuss about the answers.</li> <li>• The students are asked to pronounce the expression/ vocabularies stated on the text</li> <li>• The students write the vocabularies.</li> </ul>	<ul style="list-style-type: none"> <li>• Using an appropriate vocabulary in procedure text</li> <li>• Identifying the use of written code in the procedure text</li> <li>• Using the written code to revise the procedure text</li> <li>• Composing a procedure text</li> <li>• Producing a procedure text</li> </ul>	<p>Written test (reading comprehension)</p> <p>Written text production</p>	<ul style="list-style-type: none"> <li>• Sudarawati, Th. M. dkk. 2007. <i>Look Ahead 1</i>. Jakarta: Penerbit Erlangga</li> <li>• Modul</li> <li>• Laptop</li> </ul>

	<p>2. Text organization:</p> <ul style="list-style-type: none"> <li>• goal</li> <li>• materials (ingredients, utensils, equipment)</li> <li>• steps</li> </ul> <p>3. The language features of this procedural text include:</p> <ul style="list-style-type: none"> <li>• the use of commands, e.g. ‘cut’, ‘add’, ‘pour’;</li> <li>• the use of action verbs, e.g. ‘wash’, ‘boil’;</li> <li>• the use of connectives, e.g. ‘first, then, finally ...’</li> <li>• the use of adverbials to express details of time and place, manner and so on, e.g. ‘2 centimeters from the top’, ‘until fragrant’, ‘for five minutes’.</li> </ul>	<p><b>Modeling of the Text (MOT)</b>  <b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• The teacher explains about procedure text.</li> <li>• The teacher asks the students to identify the generic structure of the text.</li> </ul> <p><b>6<sup>th</sup> meeting</b>  <b>Individual Construction of the Text (ICOT)</b>  <b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a puzzle to the students related to a procedure text.</li> <li>• The students are asked to write the answers on the white board.</li> <li>• The students are given a reward.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• The teacher helps the students how to write procedure text (<i>focus on language use, vocabulary and mechanics</i>).</li> </ul> <p><b>6<sup>th</sup> meeting</b>  <b>Individual Construction of the Text (ICOT)</b>  <b>Activity 5</b></p> <p>➤ <b>3<sup>rd</sup> written feedback activity</b></p>			
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		<ul style="list-style-type: none"> <li>• The teacher gives written feedback to the students</li> <li>• Each student revises their writing based on the written feedback they have.</li> <li>• The students submit their work.</li> </ul>			
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# **APPENDIX C**

## **LESSON PLANS**

## LESSON PLAN

School : SMA N 1 Depok  
 Subject : B.Inggris  
 Class/Semester : X/1  
 Meeting : 1<sup>st</sup> – 4<sup>th</sup>  
 Time alocation : 8X45 menit  
 Skill : Writing

### A. Standard Competence

6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari.

### B. Basic Competence

- 6.2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### C. Indicators

- Identifying the use of past verb in the recount text
- Arranging jumble sentences into paragraphs of recount text
- Identifying the use of written code in the recount text
- Using the written code to revise the recount text
- Writing a recount draft
- Composing a recount text
- Producing a recount text

### D. Teaching objectives

- Students are able to identify the use of past verb in the recount text
- Students are able to arrange the jumble sentences into paragraphs of recount text
- Students are able to identify the use of written code in the recount text
- Students are able to use the written code to revise the recount text
- Students are able to write a recount draft
- Students are able to compose a recount text
- Students are able to produce a recount text

E. Teaching materials  
Enclosed (Appendix)

F. Teaching and Learning Activities:

1. Pre teaching

- a. The teacher greets the students.
- b. The teacher checks the students' attendance
- c. The teacher presents the picture on the slide.
- d. The teacher asks about the students' holiday.

2. Main Activities

a. BKOF

1. The students are given some recount texts to the students related to the topic: My Holiday
2. The students read the texts.
3. The teacher and the students discuss the texts.
4. The teacher gives a certain recount text and asks the students to read it.
5. The students are asked to answer the questions related to the text.
6. The teacher and the students discuss about the answers.

b. MOT

1. The teacher explains about the recount text: The purpose, generic structure, language feature of the text and past tense used in recount text.
2. The students are given a text and asked to answer the questions related to the text.
3. The teacher and the students discuss about the answers.
4. The students are asked to do the task (filling the blank related to the use of past tense and answer the questions).
5. The teacher and the students discuss about the answers.
6. The teacher explains about the written feedback (using code or non-code).

c. JCOT

1. The students are divided into some groups (each group consist of four students).
  2. The students are given the jumble sentences and they rearrange them into a recount paragraph (each group has to move around to search other sentences from other groups).
  3. Each group glues the unarrangement sentences into a postcard.
  4. The students identify the mistakes on the postcard (spelling, grammar, punctuation etc.) by giving code.
  5. The teacher also helps the students by giving written feedback.
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6. The teacher and the students discuss it.

d. ICOT

1. The students are asked to compose their draft into a recount text (post card).
2. The teacher helps the students how to write.
3. The teacher gives written feedback (code) on the students' writing.
4. The students revise their writing based on the teacher's written feedback.
5. The students submit their final recount text.

3. Closing Activities

- a. The students answer the teacher's question whether they have difficulties or not during the teaching and learning process.
- b. The students and the teacher discuss the conclusion of the materials.

G. Sources:

Sudarwati, Th. M. and Eudia Grace. 2007. *Look Ahead: an English Course for Senior High School Students Year X*. Jakarta: Erlangga.

Emilia, Emi. 2011. *Pendekatan Genre-Based Dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizqi Press.

H. Media

- a. Laptop
- b. LCD
- c. Handout

I. Instrument

- a. Technique : Written test
- b. Type : Writing a text
- c. Maximum Score : 20

J. Evaluation

- a. Technique : Rubric (enclosed)
- b. Maximum Score : 20

Yogyakarta, September 4<sup>th</sup>, 2012

The English teacher

The researcher

Priyanta Ari, S. Pd.  
NIP. 19720402 200801 1 006

Ruri Susanti  
NIM. 07202244109





## LEAD IN

Look on the pictures below. Then, answer the questions.



- What did you do last holiday?
- Where did you go?
- Who did you go with?
- What did you do there?
- How did you feel after you did your activities?



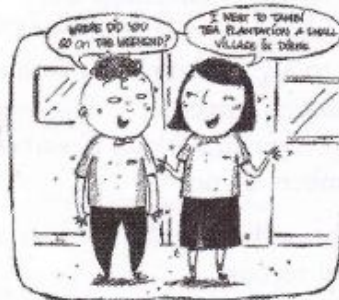
## Building Knowledge of the Field (BKOF)

### Task 1

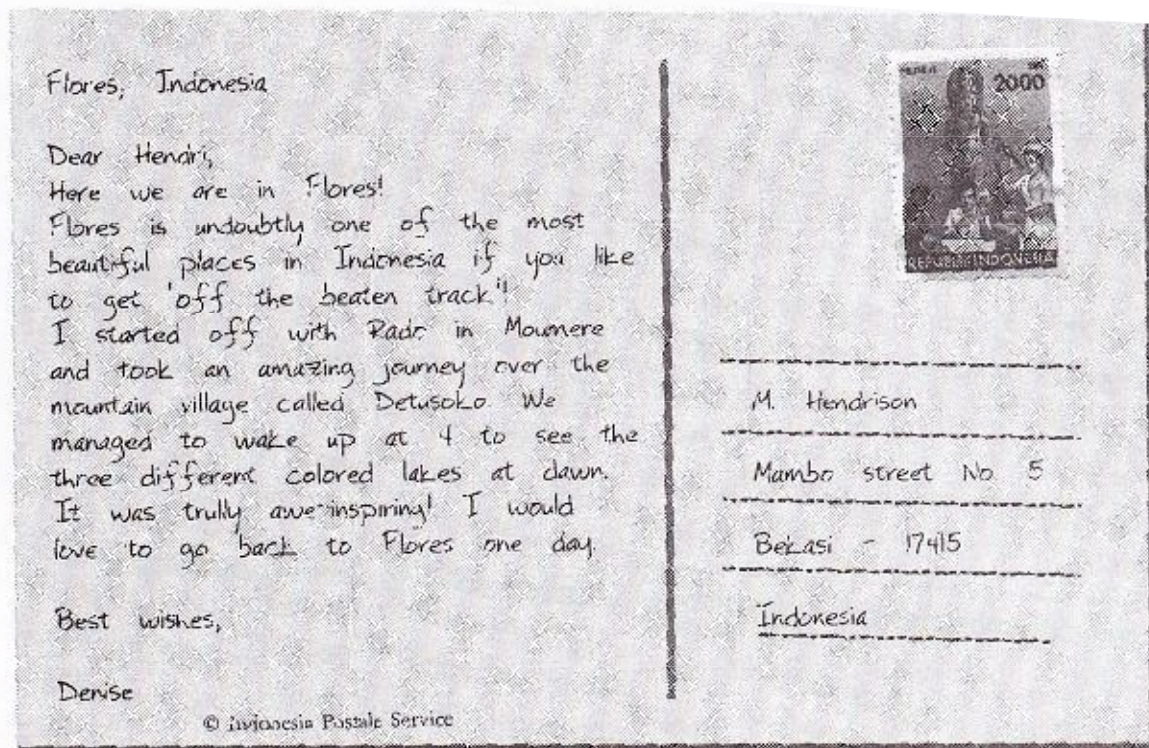
Read the kinds of text below. Then, answer the teacher's questions.

# the Curly GEORGE

Illustrated by DIAN







### IN THE SUNNY DAY

Last holiday, my family and I went to Rongkang beach near our grandparents' house. The day was sunny and hot, of course. It was on June. That's why the day was very bright. In our country, Indonesia, We had two seasons. They were dry season and rainy season. The dry season started from May and lasted for 5 months. While, rainy season started from November and ended in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

We were having fun. We built a sandcastle. We had to rebuild twice before it really stood up. The first attempt failed because we built it too close to the water. And the second attempt, the successful one, was just right. The spot we chose was not too close to the water and the mixture was good.

Our parents loved our work. Some people who passed our castle loved it, too. They even took pictures near our castle. We were so proud of our work that day.

Study the following text.

**Modeling of the Text (MOT)**

Struktur	Judul: My Holiday
Organisasi	
Orientation	Last holiday, I went to Bali with my family. We went there by bus. We started the journey from Bandung at 08.00 o'clock. In the journey to Bali, we passed Sidoarjo in East Java and saw Lumpur Lapindo there. In the border between Java Island and Bali Island, we took a recess for a few minute in Grafika restaurant. The view is very beautiful. Then, we continued to go to Bali by ship.
Event	<p>In Bali, we stayed in my aunt's bungalow. The bungalow is near the pura. Then, we took a recess because we felt so tired. The second day, we went to "Tanah Lot". I touched a snake, a holly snake, and saw a big snake there. At first, I thought the snake was dangerous but it was not. My family and I also bought a lot of souvenirs like hair ties and many more. I also saw a bat hanging in the wicker of the tree.</p> <p>The next day, my family and I went to Sanur Beach. We swam and played a canoe there. I liked the moment because playing a canoe is very interesting. After swimming and playing a canoe, we visited the museum which is near the beach. The name of the museum is "Lameyer Museum". I've got a lot of knowledge there.</p> <p>The next day, we went to Kuta beach. In the journey to Kuta beach, I saw the first Bali bom memorial. We took a lot of pictures and saw a sunset moment there. It looked so beautiful. In the last day, we went to Sukowati traditional market. Then, we bought a lot of souvenirs because the price was so cheap. We could bargain if the price was too high.</p>
Reorientation	After we bought some souvenirs, we came back to Bandung by airplane. It was a nice holiday.

- **Purpose of Recount**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience..

- **Generic Structure of Recount**

- 1.Orientation: Introducing the participants, place and time
- 2.Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

- **Language Feature of Recount**

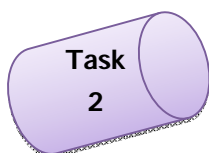
- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; look, go, change, etc.

- Using simple past tense

**The use of verb in the past tense:**

**Past Tense; S+V2+O/ C**

e.g. I went to Bali with my family.  
We stayed in my aunt's bungalow.  
We bought a lot of souvenirs.



**Read the following text telling about Pipit's holiday. Then, answer the questions.**

Dear Diki,

How are you? I hope you are always healthy and have good holiday in Papua. I don't want you to be sick and feel bored there, because I really miss and worry you.

I want to tell you about my holiday in France last week. I visited many places in France. First, I visited the Eiffel Tower. I was speechless when I saw that tower because it is very big and beautiful. I also saw many people took many photos around the Eiffel tower.

After I visited the Eiffel Tower, I went to many restaurants in Paris. I ate fish and chips, omelet lasagna, brown potato, chicken Maryland and a lot of food that I never ate in Bandung.

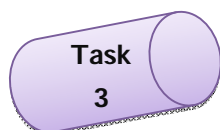
Huuh, I didn't want to leave this place. I wanted to stay in France more than 4 days. However, my parents must work in their office in Bandung. Therefore, on the 5<sup>th</sup> day I came back to Bandung.

Can you tell me about your holiday in Papua? Hopefully, you can come back to Bandung with a good feeling and have no trouble in your trip.

Big and warm hug,

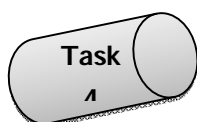
Pipit

1. What did Pipit do last holiday?
2. Where did she go?
3. Who did she go with?
4. What did she do there?
5. How did she feel after she did her activities?



In the text above, you found some words such as "want", "went", "visited" and "wanted". How do you pronounce them?

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Read the following text below. Fill in the blank with the appropriate words that are served in the box. Then, answer the questions.

---

### An Excursion to Bogor Botanic Garden

On Friday 16 March, we \_\_\_\_\_ to Bogor Botanic Garden. We went there by bus and we \_\_\_\_\_ at that famous garden at 10 o'clock.

Arriving at the garden, we were \_\_\_\_\_ into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in Group A. Well, first we went to the odd tropical plants and Mrs. Nina \_\_\_\_\_ us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near at the Raffles cemetery and \_\_\_\_\_ morning tea. Next, we did some sketching and then we \_\_\_\_\_ group B at the information center to have our lunch.

Soon, it was time for us to go to the orchid section while Group B did some research on flowers. Uhm ... A lady led us to the orchid section. Then, she \_\_\_\_\_ about many kinds of orchid.

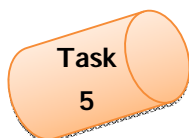
Next, we had a look at the Indonesian orchid. Wow, we \_\_\_\_\_ many kinds of Indonesian orchids. They were all beautiful. Later, we took a look at the American, European, and Asian orchid's section. It \_\_\_\_\_ interesting. Soon after we had finished our observations, we went back outside and met Group B. Then, we got on the bus and returned to school. We really \_\_\_\_\_ the trip to Bogor Botanic Garden.

Went arrived explained was enjoy read had saw met divided

Find out:

1. What is an excursion?
2. When and how did they go to Bogor Botanic Garden?
3. What time did they arrive at Bogor Botanic Garden?
4. What group did the writer follow and who was the leader?
5. Complete the following sentences:
  - \_\_\_\_\_ to the odd tropical plants.
  - \_\_\_\_\_ at all lovely plants.
  - \_\_\_\_\_ we had morning tea.
  - \_\_\_\_\_ sketching.
  - Then, we went to \_\_\_\_\_
  - Finally, \_\_\_\_\_ and returned to the school.

**Joint Construction of  
the Text (JCOT)**



**Rearrange the following sentences into a good post card.  
Work it in your group.**

I want to tell you about my holiday in Dufan last week. I go to Dufan with my family. We start from home 7.00 a.m. We use two car to go there

First, we playkara-kara. Then, we played the other game like tornado hysteria, kicir-kicir roller coaster rajawali, arungjeram, Niagara and many more.

How is your life. I hope you always healthy and have a good holiday in Medan. I miss you so much.

We arrived at Dufan at 9.00 a.m. We bought some tickets before we go inside. After that we play some game.

After we change our clothes, we eat at Mc. Donal and continue to go back home.

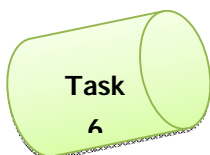
We also go inside house of dolls and mirror. After that we changed our clothes because our clothes was wet when we playarungjeram and Niagara.

We go out from Dufan at 05.00 p.m. We went home very tired. We arrive at home at 08.00 pm. That is a wonderful day.

Big and warm hug,  
Mira

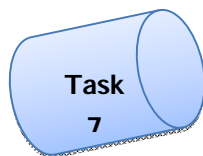
Can you tell me about your holiday in Medan? Hopefully you can came back to Yogyakarta with a feeling and have no trouble in your trip

Dear Mozza



**Now, please identify the mistakes on the text above by giving code. Work it in your group.**

**Independent Construction of the Text (ICOT)**



**Tell the story about what you did in the holiday:**

1. Glue some photographs/ a stamp of your holiday on a piece of paper
2. Start by greeting someone to whom your postcard is going to be sent.
3. Give information about the place you visited.



4. Remember about the parts of recount text.
5. Don't forget to use one of the gambits: expressing pleased.
6. Give your regards at the end of the letter.

## LESSON PLAN

School : SMA N 1 Depok  
 Subject : B.Inggris  
 Class/Semester : X/1  
 Meeting : 5<sup>st</sup> – 7<sup>th</sup>  
 Time alocation : 6X45 menit  
 Skill : Writing

### A. Standard Competence

6. Expressing meaning in short functional written texts and simple essay in the form of *recount*, *narrative*, dan *procedure* in the context of the daily life.

### B. Basic Competence

- 6.2. Expressing meaning and rhetorical steps accurately, fluently, and acceptable with the various kinds of written language in the context of the daily life in the form of *recount*, *narrative*, and *procedure* text.

### C. Indicators

- Using appropriate vocabulary in a procedure text
- Using the written code to revise a procedure text
- Producing a procedure text

### D. Teaching objectives

- Students are able to use appropriate vocabulary in a procedure text
- Students are able to use written code to revise a procedure text
- Students are able to produce a procedure text

### E. Teaching materials

Enclosed (Appendix)

### F. Teaching and Learning Activities:

#### 1. Pre teaching

- a. The teacher greets the students.
- b. The teacher checks the students' attendance
- c. The teacher asks about the students' favorite food and drink.

## 2. Main Activities

### a. BKOF

1. The teacher shows a video of making cupcake.
2. The students are given some questions related to the video.
3. The teacher gives certain procedure texts and asks the students to read them.
4. The students write the vocabularies.
5. The students are asked to pronounce the vocabularies stated on the texts.
6. The students are asked to answer the questions related to the texts.
7. The teacher and the students discuss about the answers.

### b. MOT

1. The teacher explains a procedure text telling about how to make jelly on the slide.
2. The students are given a text telling about how to make the sweet ginger coconut coffee
3. The students are asked to answer the questions related to the text.
4. The students and the teacher discuss the text.

### c. JCOT

1. The students are asked to do the puzzle in pairs.
2. The students are asked to write their answer on the white board.
3. The students and the teacher discuss the answers.

### d. ICOT

1. The students are asked to write the draft of a procedure text.
2. The teacher helps the students how to write.
3. The teacher gives written feedback (code) on the students' writing.
4. The students revise their writing based on the teacher's written feedback.
5. The students submit their final procedure text.

## 3. Closing Activities

- a. The students answer the teacher's question whether they have difficulties or not during the teaching and learning process.
- b. The students and the teacher discuss the conclusion of the materials.

## G. Sources:

Th. M Sudarwati and Eudia Grace. 2007. *Look Ahead: an English Course for Senior High School Students Year X*. Jakarta: Erlangga.

Joko Priyana, dkk. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Emilia, Emi. 2011. *Pendekatan Genre-Based Dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizqi Press.

H. Media

- a. Laptop
- b. LCD
- c. Handout

I. Instrument

- a. Technique : Written test
- b. Type : Writing a text
- c. Maximum Score : 20

J. Evaluation

- a. Technique : Rubric (enclosed)
- b. Maximum Score : 20

Yogyakarta, October 15<sup>th</sup>, 2012

The English teacher

The researcher

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NIP. 19720402 200801 1 006

Ruri Susanti  
NIM. 07202244109

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### Lead In



- ❖ Do you have a favorite food?
- ❖ What is your favorite food?
- ❖ Do you know the ingredients?
- ❖ Do you know how to make your favorite food?



### Task 1

### Building Knowledge of the Field

Read the texts below. Then, write some difficult words and translate them into the Indonesian.

#### How to make instant fried noodles

Look, here we are going to make instant fried noodles, okay? Listen to me. First of all, heat a saucepan of water until it boils. Then, put the noodles in the boiling water. Don't forget put the seasoning and oil into a plate. After the noodles are cooked, then, take them out of the water and drain well. Mix the noodles well and next, put some chili sauce and soy-bean sauce. Finally, serve the noodles on a plate and remember to top them with fried onions and garnish them with a slice tomato, egg and put some celery in it.

#### Vocabularies

Heat :  
Seasoning :  
Garnish :

Boil :  
Drain :  
A slice :

Put :  
Serve :  
Celery :

### How to make sandwich

Well, my friends, Have you ever eaten a sandwich? All right, Uhm .....do you know how to make a tomato sandwich ? No? Would you like me to tell it for you? Okey. Here we go. Listen to me.

To make a tomato sandwich, you need some lettuces, some loaves of bread and uhm... beef what else ....? Oh, yeah, sausages, and don't forget the tomatoes. Now, to make a tomato sandwich, first, fry the beef. Let it becomes brown. Then, let it cool. After that, put the lettuces above the bread. Then, put the cooked-beef on top of the lettuce. Don't forget to put the tomatoes. Now, you can deserve a tomato sandwich.

### GudegJogja (Green Jack Fruit Sweet Stew)

#### Ingredients:

- 5 onions
- 10 candlenuts
- 10 garlic cloves
- 4 bay Leaves
- 1/2 lb. (250g) green jack fruit
- 2-1/2 tsp. (12g) coriander seeds
- 1-1/4 tsp. (6g) cumin
- 1/4 cup (62ml) coconut sugar
- 2 cups (500ml) coconut milk
- 2 tsp. (30g) tamarind
- 2 lb. (1kg) chicken (cut into small pieces with bone)
- 5 cups (1.25l) water
- 2 inches bruised galangal

#### Instructions:

- First, cut green jack fruit 1 inch thick. Wash and boil until tender.
- Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant.
- Add the chicken pieces, stir fry until chicken changes colour.
- Then, pour 4 cups of water and coconut sugar, bring to a boil.

- Add the green jack fruit and simmer until the chicken and vegetables are tender.
  - Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with rice.
- This dish is sweet and usually served with shrimp cracker.

Notes:

tbs : tablespoon lb : pound

tsp : teaspoon oz : ounce

kg : kilogram l : litre

g : gram ml : milliliter

**Study and pronounce the following words.**

bay leaf (kb)	: daunsalam
boil(kkt)	: didihkan
candlenut(kb)	: kemiri
clove (kb)	: butir; siung
coriander seed (kb)	: ketumbar
galangal(kb)	: laos
garlic(kb)	: bawangputih
green jack fruit (kb)	: nangkamuda
pour(kkt)	: tuang
onion(kb)	: bawangmerah
sauté(kkt/kki)	: tumis
shrimp cracker (kb)	: kerupukudang
shrimp paste (kkt)	: terasiudang
simmer(kkt)	: didihkan (denganapikecil)
stir(kkt)	: aduk
tamarind(kb)	: asam
tender (ks)	: lunak





## Task 2

Read the text below and answer the following questions.

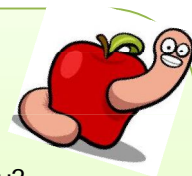
### The Sweet Ginger Coconut Coffee (Bajigur)



This afternoon I went to my aunt's house. She was making a Ginger Coconut Coffee. I have never drunk this kind of beverage before. I helped her to make it. It wasn't difficult to make it. I'll tell you the recipe. First, you have to prepare the ingredients. What you need are 1 inch fresh ginger, sliced thinly, 1/2 tsp. grated fresh nutmeg, 1 stick cinnamon, 2 cloves, 1 inch lemon grass, minced, 4 tbs. coffee, powdered, 1 cup coconut milk, 2 tbs. palm sugar, 1/2 tsp. salt, 4 tbs. young coconut flesh. When those ingredients are already in front of you, you have to heat the ginger, nutmeg, cinnamon, cloves and lemon grass in 3 cup water. Then, simmer lightly for 10 minutes. After that, turn off the heat, add the ground coffee and allow steeping for a few minutes. Strain the solids from this liquid and add the coconut milk, palm sugar and salt. Simmer gently for 2 minutes. Finally, add the coconut flesh and a sprinkle of nutmeg on top. Well, that's all and you'll have your sweet Ginger Coconut Coffee!

#### Say it right

recipe/'res.i.pi/  
 ingredients/in'gri:.di.ənt/  
 ginger/'dʒɪn.dʒə r /  
 grated/ɡreɪt/  
 nutmeg/'nʌt.meg/  
 Cinnamon/'sɪn.ə.mən/  
 cloves/kləʊv/  
 lemon grass  
 simmer/'sɪm.ə r /  
 strain/streɪn/  
 sprinkle/'sprɪŋ.kl /



#### Questions:

1. What does the text tell you?
2. What ingredients do you need?
3. What equipment do you need?
4. What are the steps to cook it?
5. How do you serve it?





## Task 3

## Modeling of the Text (MOT)

Study the text below.

Struktur organisasi	How to make jelly	Ciri Linguistik
Introduction: how to make jelly	Jelly can be made very simply by following these directions.	Commands
Materials and equipment	You will need a packet of jelly crystals. A 500 ml jug, 250 ml of boiling water, 200 ml of cold water, a bowl.	Numbers Showing the order to do the steps.
Steps	<ol style="list-style-type: none"> <li>1. Empty contents of a packet of jelly crystals into the jug.</li> <li>2. Add boiling water.</li> <li>3. Stir <i>well</i> until crystals dissolve.</li> <li>4. Add the cold water and stir.</li> <li>5. Pour mixture into a bowl.</li> <li>6. Refrigerate <i>until</i> firm.</li> </ol>	Adverb untuk menjelaskan bagaimana suatu tindakan dilakukan.

## PROCEDURE

Purpose : To help us do a task or make something.

Text organization :

- goal
- materials (ingredients, utensils, equipment)
- steps

The language features of this procedural text include:

- the use of commands, e.g. 'stir', 'add', 'pour';
- the use of action verbs, e.g. 'wash', 'boil';
- the use of connectives, e.g. 'first, then, finally ...'
- the use of adverbials to express details of time and place, manner and so on, e.g. '2 centimeters from the top', 'until fragrant', 'for five minutes'.



## Task 4

## Joint Construction of the Text (JCOT)

Find the words on the table related to a procedure of making fried rice in pairs. Then, write the answers on the white board. Look at the example.

K	I	T	C	H	E	N	B	U	Z	I	S	G	P	V
A	I	R	T	X	F	M	V	A	B	N	B	A	W	P
R	J	S	C	E	L	E	R	Y	M	G	B	R	E	G
G	K	C	H	O	P	N	O	U	E	R	C	L	Y	X
B	L	M	V	Z	I	Q	N	V	N	E	L	I	C	C
H	E	A	T	U	V	W	I	B	C	D	K	C	B	U
D	N	U	S	B	J	R	O	U	E	I	I	E	N	C
H	Q	R	R	E	L	T	N	V	N	E	H	I	U	U
W	X	Z	T	E	A	S	P	O	O	N	Y	D	T	M
F	P	G	G	D	K	S	W	G	O	T	J	J	M	B
J	R	N	F	N	X	V	S	O	Y	S	A	U	C	E
M	N	P	E	P	P	E	R	P	Z	Y	D	T	G	R

1. room where you cook food.
2. a vegetable with long thin whitish or pale green stems which can be eaten raw or cooked.
3. to cut something into pieces with knife or other sharp instrument.
4. being hot or warm, or the temperature of something.
5. material which goes to make something
6. used to give a spicy hot taste to food.
7. a strong tasting dark brown liquid made from fermented soya beans and used especially in Chinese and Japanese food.
8. a plant of the onion family that has a strong taste and smell and is used in cooking to add flavor
9. "tsp" stands for .....
10. a long thin pale-green vegetable with dark green skin. Usually eaten uncooked in salads.
11. a vegetable with a strong smell and flavour, made up of several layers surrounding each other tightly in a round shape, usually brown or red on the outside and white inside.



## Task 5

**ICOT**













Please, write about how to make your favorite food/  
drink in your own words.

Teacher's comment:



## Task 6

Revise your paragraph telling about how to make your favorite food or drink. Pay attention to the codes/ symbols that you have got.

Name : No :	   
	 
	
	
	  

Tell me how to make it

# **APPENDIX D**

## **FIELD NOTES**

## Field Note 1

Date : July 20<sup>th</sup>, 2012

Place : Administration room

R : Researcher

AE : Administration Employee

Wakur : Wakil Kurikulum

ET : English Teacher

1.	R ditemani rekannya masuk ke ruang TU untuk menyerahkan surat izin observasi yang diharuskan pihak sekolah sebelum R melakukan penelitian di SMA N 1 Depok, Sleman, Yogyakarta
2.	R bertemu dengan AE dan menyerahkan surat izin tersebut.
3.	AE meminta R untuk menemui waka kurikulum di ruang waka.
4.	R menemui waka kurikulum untuk berbincang mengenai izin penelitian.
5.	Waka kurikulum meminta R untuk menemui salah satu ET di ruang guru. Salah satu ET tersebut merupakan ET yang mengajar di kelas X.
6.	R beserta rekannya menemui ET di ruang guru.
7.	R dan ET berbincang mengenai rencana penelitian yang akan dilaksanakan oleh R. Dalam hal ini, R menjelaskan maksud R akan melakukan penelitian tersebut.
8.	ET menawarkan R melakukan penelitian di kelas X karena kelas XI sudah diajar oleh mahasiswa KKN PPL.
9.	ET menawarkan R untuk melakukan observasi di kelas XF pada hari Kamis depan.
10.	R menyetujuinya dan kemudian mohon pamit pada ET.

## Field Note 2

Date : July 28<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

1.	R datang ke sekolah beberapa menit sebelum jam pelajaran Bahasa Inggris dimulai.
2.	R menemui ET di depan kelas XF.

3.	ET baru selesai mengajar di kelas XI. Kemudian ET mempersilahkan R untuk masuk ke kelas XF.
4.5.	Karena bangku yang ada di kelas XF tidak cukup, ET beserta R mengambil kursi di laboratorium Biologi.
6.	ET kemudian mempersilahkan R untuk duduk di belakang kelas.
7.	ET membuka pelajaran Bahasa Inggris dengan mengucapkan greeting yang biasa digunakan.
8.	SS menjawab salam ET.
9.	ET selanjutnya membuka pelajaran dengan menyuruh para siswa membuka LKS dan mendengarkan penjelasan ET.
10.	ET membacakan sebuah teks dialog yang ada pada LKS. Kemudian ET menyuruh siswa untuk menjawab pertanyaan yang ada pada LKS. Sebagian siswa ada yang tidak mengerjakannya. Mereka malah mengobrol dengan temannya. Tetapi, ET tidak menyuruh siswa tersebut untuk diam atau mengerjakan tugas tersebut.
11.	Setelah Ss selesai mengerjakan, ET menyuruh Ss untuk menjawab pertanyaan tersebut secara oral. ET tidak secara spesifik menunjuk Ss. Oleh sebab itu, hanya beberapa Ss yang menjawabnya dengan ragu-ragu. ET kemudian memberikan jawabannya kepada Ss secara langsung. Saat ET menjawabnya, sebagian Ss terlihat sibuk menulis jawabannya.
12.	ET melanjutkan materi seperti sebelumnya yakni Ss disuruh mengerjakan LKS sampai bell berbunyi. Di sela-sela pelajaran, ET memperkenalkan R dan menginformasikan bahwa R akan melakukan penelitian di kelas tersebut.
13.	ET selanjutnya membahas jawaban dari tugas sebelumnya bersama Ss. Ketika bel berbunyi, ET menutup pelajaran dengan mengucapkan salam.
14.	ET kemudian mengajak R untuk ke ruang guru untuk berdiskusi tentang pembelajaran sebelumnya.
15.	Setelah berdiskusi, ET sepakat kalau R dapat mengetes siswa dalam hal menulis. Karena waktu yang terbatas, R dan ET sepakat kalau R akan mulai mengajar setelah hari Raya Idul Fitri.
16.	R kemudian berpamitan pulang.

## Field Note 3

Date : September 4<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	R ditemani ET memasuki ruang kelas XF segera setelah bel pelajaran berbunyi. R dipersilahkan untuk mengorganisasikan kelas. ET kemudian duduk di bangku yang tersedia di pojok ruang kelas.
2.	R selanjutnya meminta perhatian siswa untuk memperkenalkan diri dan menjelaskan maksudnya berada di kelas tersebut. R mengatakan bahwa R akan melakukan penelitian di kelas tersebut selama 6 pertemuan setiap hari Selasa.
3.	Setelah R memperkenalkan diri, R meminta Ss untuk memperkenalkan diri mereka masing-masing di depan kelas. Namun, sebagian Ss tidak berkenan untuk maju ke depan. Sehingga, R menyuruh mereka berdiri di bangku masing-masing. Satu per satu dari Ss memperkenalkan diri dengan menggunakan bahasa Inggris.
4.	R kemudian menjelaskan bahwa pada hari tersebut, Ss akan diminta untuk menuliskan pengalaman mereka ketika liburan, khususnya ketika libur lebaran. R menyuruh Ss menyiapkan kertas masing-masing dan menuliskannya. R memberi waktu sekitar 1 jam pelajaran (45 menit) untuk mengerjakannya. Karena tidak semua Ss merayakan Idul Fitri, R meminta mereka menceritakan hal yang mereka lakukan pada liburan tersebut.
5.	Setelah Ss memahami maksud R, Ss mulai mengerjakan tugas tersebut. Namun, ketika sedang mengerjakan, banyak Ss yang bertanya pada R tentang terjemahan beberapa kata kedalam bahasa Inggris. Ss secara bergantian menanyakannya pada R. Untuk mengetahui kemampuan mereka, R menyuruh Ss untuk tetap menuliskannya dalam bahasa Indonesia. R juga menjelaskan kalau tulisan mereka hanya untuk kepentingan penelitian.
6.	Sebelum bel berbunyi, sebagian Ss telah selesai mengerjakannya. R meminta Ss untuk mengumpulkannya pada R. Disela-sela kegiatan, R mendekati Ss untuk mengajukan beberapa pertanyaan terkait kegiatan menulis tersebut.



7.	Ketika bel berbunyi, semua Ss sudah menumpuk pekerjaan mereka. R pun menutup pelajaran dengan mengucapkan salam.
8.	R keluar kelas dan menuju ruang guru untuk berdiskusi dengan ET mengenai kegiatan yang telah dilaksanakan sebelumnya. R pun tidak lupa menyerahkan RPP yang telah dibuat R kepada ET.
9.	Setelah selesai berdiskusi, R mohon pamit pada ET.

## Field Note 4

Date : September 11<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	R sampai ke sekolah sebelum pelajaran dimulai. R segera menuju ruang TU untuk meminjam kabel dan remote LCD untuk perlengkapan mengajar di kelas.
2.	R selanjutnya menunggu bel pelajaran bahasa Inggris di depan kelas XF. Karena ET sedang mengajar, R baru dapat bertemu ET jika akan masuk ke kelas.
3.	Setelah bel berbunyi, R masuk ke ruang kelas. Tidak lama kemudian, ET masuk ke kelas yang sama dan duduk di bangku pojok.
4.	R mempersiapkan LCD dan laptop yang akan digunakan untuk mengajar dengan dibantu salah satu Ss. Setelah selesai, R membuka pelajaran dengan mengucapkan greeting seperti “ Good morning, students?” Ss pun menjawab “ Good morning, Miss.” R melanjutkan dengan berkata “How are you today?” Ss menjawab “ I’m fine, and you?” R melanjutkan “ I’m not quite well because I got flue.” Kemudian seorang Ss bertanya “ Miss, quite well apa maksudnya?” R pun berkata “ Jadi artinya Miss Ruri sedang tidak sehat soalnya lagi flu.” Ss pun menganggukan kepala tanda memahaminya.
5.	Setelah itu, R mengecek kehadiran Ss. Karena daftar presensi belum tersedia, R menanyakan siapa yang tidak hadir. Ss mengatakan nihil. R kemudian mengatakan kalau mereka dapat mengatakan “no one” jika semua Ss hadir.
6.	R selanjutnya menunjukkan beberapa gambar dari LCD seperti gambar Eiffel Tower, Bali, Borobudur, Tangkuban Perahu, Dufan, dan perkebunan Tambi.

	Ketika R menunjukkan gambar tempat-tempat liburan tersebut, Ss terlihat antusias. Penggunaan media dan pendukungnya seperti gambar yang terdapat pada slide menarik perhatian Ss dalam mendengarkan penjelasan R. Ss melihat gambar-gambar yang ada pada slide tersebut. Tiba-tiba seorang siswa berkata ‘wah...menara Eiffel. Aku wes tau neng kono.’’ Sebagian Ss tertawa mendengar seorang siswa tersebut. R kemudian mengajukan beberapa pertanyaan terkait recount text. Ss menjawab dengan keras. Karena terlalu ramai, R kemudian menunjuk Ss tertentu untuk menjawab sebagai perwakilan.
7.	R melanjutkan pertanyaannya sebagai proses brainstorming yang terkait dengan recount text. Untuk mencegah Ss ramai, R menunjuk beberapa Ss untuk menjawabnya.
8.	R membagikan handout ketika selesai mengajukan pertanyaan. Handout tersebut berisi beberapa teks yang menceritakan pengalaman liburan seseorang. R meminta Ss untuk membacanya bersama teman duduk mereka. Ada beberapa siswa laki-laki yang terlihat enggan untuk membacanya. Mereka berkata kalau mereka tidak suka melakukannya secara berpasangan. Tetapi R tetap memperingatkan Ss. Setelah itu, R menyuruh Ss untuk menulis bebrapa kata Bahasa Inggris yang sulit dan menerjemahkannya kedalam bahasa Indonesia. Beberapa Ss tidak menulisnya. Ss hanya menunggu jawaban dari R.
9.	R kemudian meminta beberapa Ss untuk membacakan teks yang ada pada handout secara nyaring. R menunjuk beberapa Ss. Setelah selesai membaca, R melanjutkan untuk membahas teks yang ada. Dalam hal ini, R juga memperkenalkan penggunaan past tense terutama dengan menunjukkan beberapa kata kerja dalam bentuk lampau.
10.	Setelah selesai membahas teks pada handout, R mempresentasikan suatu teks yang berjudul My Holiday pada slide power point yang dibuat R. Ss tampak memperhatikan teks tersebut. R pun menjelaskan tentang teks tersebut yang berbentuk recount text.
11.	R membagikan teks yang berjudul Holiday in Papua dalam bentuk postcard. Ss diminta untuk membaca dan menulis jawaban yang sesuai. Ketika Ss sedang mengerjakan, R berkeliling kelas untuk mengecek. R membantu Ss yang tidak dapat menggunakan past tense untuk menjawab pertanyaan tersebut.
12.	R dan Ss selanjutnya membahas jawaban tersebut. Ss pun diminta untuk

	mengumpulkan pekerjaan mereka.
13.	R kemudian merieview pelajaran pada hari itu. Setelah itu, R menutup pelajaran karena bel sudah berbunyi.
14.	R dan ET menuju ruang guru untuk berdiskusi mengenai proses pembelajaran yang sudah berlangsung.

## Field Note 5

Date : September 18<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	Setelah R sampai di sekolah, R menuju ruang TU untuk meminjam kabel dan remote LCD untuk perlengkapan mengajar di kelas.
2.	R masuk ke ruang kelas ditemani ET. R membuka pelajaran dan melanjutkan mengecek kehadiran Ss.
3.	R merieview materi sebelumnya dengan menanyakan pertanyaan terkait recount text. R menanyakan kepada Ss bagian dari teks recount dengan berkata “ Baik, adik-adik, dapatkah kalian menyebutkan bagian-bagian dari teks recount?” seluruh siswa menjawab “ orientasi, event, dan reorientasi.” Kemudian R melanjutkan penjelasannya. Setelah itu, R menunjukkan list symbols pada LCD. Semua Ss tampak bingung dan bertanya pada R. Selanjutnya R menjelaskannya pada Ss. R memberikan contoh simbol-simbol beserta kalimat.
4.	Setelah menjelaskannya, R membagikan list symbol pada Ss untuk dibaca dan dipelajari. Untuk mengecek pemahaman Ss, R memberikan contoh kalimat-kalimat yang kurang tepat, dan menyuruh Ss mengidentifikasikannya. R menunjuk beberapa Ss untuk mengerjakannya di papan tulis. R dan Ss untuk selanjutnya membahas jawaban tersebut.
5.	Setelah itu, R membagi Ss menjadi beberapa kelompok yang terdiri dari 4 Ss. Namu, karena ada Ss yang tidak hadir, ada kelompok yang terdiri dari 3 Ss. Semua Ss tampak setuju dengan pembagian kelompok tersebut.
6.	R selanjutnya memberikan potongan-potongan kalimat beserta kertas bergambar

	untuk menempelkan potongan kalimat tersebut sehingga membentuk suatu surat. R juga membagikan perangko yang dibuat R untuk Ss. Setiap kelompok tampak senang mendapatkannya.
7.	R menjelaskan kalau setiap kelompok diharuskan mencari kalimat lainnya jika mereka memiliki 2/ lebih kalimat yang sama. Setiap kelompok harus mencarinya pada kelompok lainnya.
8.	Setiap kelompok pun saling bertukar kalimat. Namun, ada 1 kelompok yang tidak dapat menemukan kalimat pelengkap lainnya. R kemudian berkeliling dan mengecek apakah ada kelompok yang memiliki 2 kalimat double. Ternyata, salah satu kelompok menyimpannya dan mengatakan mereka tidak mengetahui sebelumnya. R kemudian memberikannya pada kelompok yang sejak tadi masih mencari.
9.	R menghampiri setiap kelompok untuk mengecek kembali. R membantu kelompok yang mendapatkan kesulitan. Namun, disela-sela proses mengerjakan, ada 2 Ss laki-laki yang berkeliaran. R pun memperingatkan mereka untuk kembali ke kelompok masing-masing dengan mengatakan akan menghapus nama mereka dari kelompoknya jika mereka tidak patuh. Kedua Ss pun mematuhi.
10.	R kemudian meminta kelompok yang sudah selesai untuk menumpuk tugas mereka. Setelah semuanya selesai mengumpulkannya, R menyuruh Ss untuk kembali ketempat masing-masing.
11.	Setelah itu, R tiba-tiba memberikan hadiah kepada kelompok yang pertama mengumpulkan. Kelompok tersebut terlihat senang. Namun, ketika R memberikan hadiah kepada grup yang pertama mengumpulkan tugas, ada grup lain yang tampak kecewa dan menyesal. Salah satu anggota grup tersebut kemudian bercanda dan mengatakan “Yah.. Miss, ko aku gak dapet hadiahnya? Aku selesai pertama lho...hehe...” kemudian dia melanjutkan “Miss, besok kasih hadiah lagi ya...aku besok bakal ngerjain cepet ko, Miss.” R pun mengatakan kalau Ss harus lebih serius lagi jika mengerjakan tugas dari R.
12.	R selanjutnya menyuruh Ss untuk menuliskan draft mengenai pengalaman berlibur mereka pada kertas yang telah disediakan. R pun membagikan kertas tersebut pada setiap Ss. R menegaskan kalau draft tersebut akan dikumpulkan. Karena waktu yang tersedia tidak memadai, R kemudian menyuruh Ss mengumpulkannya pada hari Sabtu.

13.	Beberapa menit sebelum bel berbunyi, R menanyakan kesulitan yang dihadapi Ss. Selanjutnya R menutup pelajaran dengan salam.
14.	R dan ET menuju ruang guru untuk berdiskusi mengenai proses pembelajaran yang sudah berlangsung.

## Field Note 6

Date : September 25<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	R memasuki ruang kelas XF setelah bel pelajaran berbunyi. Ketika R masuk, ruang kelas begitu ramai. Ss terlihat bergerombol di meja guru. Ternyata Ss baru saja selesai mengerjakan dan menumpuk tugas mata pelajaran sebelumnya.
2.	R menyuruh Ss kembali ke tempat masing-masing karena pelajaran akan segera dimulai. R membuka pelajaran dan mengecek kehadiran Ss. Setelah itu, R mempersiapkan LCD yang akan digunakan.
3.	R selanjutnya merievew pelajaran minggu lalu dengan bertanya pada Ss tentang kegiatan yang telah mereka lakukan. R lalu menjelaskan tujuan pelajaran pada hari tersebut yakni Ss akan mengembangkan draft kedalam teks recount dalam bentuk postcard.
4.	Sebelum mereka menulis, R menunjukkan beberapa kalimat pada slide dan meminta Ss untuk mengidentifikasi kesalahan dengan memberikan code/ simbol yang sesuai. Awalnya, R menunjuk beberapa Ss untuk maju dan mengerjakannya pada papan tulis. Selanjutnya R kembali menunjukkan kalimat lainnya dan menyuruh Ss untuk maju dan mengerjakannya di depan. Ternyata beberapa Ss bersedia maju tanpa perlu ditunjuk oleh R. Setelah selesai, R dan Ss membahas jawabannya bersama.
5.	Pada aktivitas selanjutnya, R membagikan draft sebelumnya pada Ss. R meminta Ss untuk menuliskan pengalaman berlibur mereka pada kertas yang telah disediakan. R juga membagikan kertas dalam bentuk perangko. Ss dapat memilihnya sendiri.

6.	Ketika proses menulis sedang berlangsung, tidak sedikit Ss yang bertanya khususnya mengenai vocab yang akan mereka gunakan. R menyuruh mereka membuka kamus atau bertanya pada teman. R kemudian berkeliling kelas untuk mengecek. Ternyata, ada sebagian Ss laki-laki yang ngobrol sendiri. R menghampiri Ss dan menyuruh Ss untuk melanjutkan menulis. Ss pun menuruti perintah R.
7.	Beberapa menit berlalu, R menyuruh Ss mengumpulkan tugas menulis tadi. R kemudian merievew pelajaran pada hari tersebut. Selanjutnya ketika bel telah berbunyi, R menutup pelajaran dengan salam.
8.	R dan ET kemudian berdiskusi mengenai pelajaran pada hari itu. Setelah itu, R pamit untuk pulang.

## Field Note 7

Date : October 2<sup>nd</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	Seperti biasanya, R tiba di sekolah sebelum bel pelajaran bahasa Inggris dimulai. R segera menuju ruang TU untuk meminjam peralatan yang dibutuhkan.
2.	Beberapa menit setelah bel berbunyi, R menuju ruang kelas XF . ET sudah berada di kelas.
3.	R selanjutnya mempersiapkan LCD dengan dibantu salah satu Ss. Setelah itu R membuka pelajaran dan mengecek kehadiran Ss.Semua Ss hadir pada hari tersebut.
4.	R merievew pelajaran minggu lalu dan melanjutkan menjelaskan tujuan pembelajaran hari itu. Setelah itu, R menunjukkan sample tulisan Ss pada slide. Pada tulisan tersebut terdapat code/ symbols dan comment dari R. R menyuruh Ss untuk memperhatikan tulisan tersebut. Selanjutnya R membahas ulisan tersebut.
5.	R kemudian membagikan postcard sebelumnya pada setiap Ss. Ss diminta untuk merevisi tulisan mereka berdasarkan simbol dan comment yang mereka dapat. Ketika R memberikan hasil tulisan Ss, beberapa dari Ss mendekatinya dan

	bertanya tentang jenis kode yang Ss dapatkan. Ss secara bergiliran menanyakannya pada R, sehingga mendorong suasana kelas yang ramai.
6.	R menyuruh mereka membuka list simbol yang sebelumnya dibagikan R. Namun, beberapa Ss mengatakan kalau list tersebut tidak terbawa dan bahkan ada yang hilang. Untuk itu, R menyuruh Ss untuk bertanya pada temannya.
7.	Ketika Ss sedang merevisi tulisan mereka, R berkeliling kelas untuk mengecek. Ss tampak serius mengerjakannya.
8.	Setelah beberapa menit, R merievew pelajaran hari itu. Selanjutnya, R menutup pelajaran dengan salam.
9.	R dan ET selanjutnya membahas kegiatan yang telah berlangsung. R menunjukkan tulisan Ss pada ET. R dan ET sepakat untuk mengganti jenis teks pada cycle selanjutnya. Setelah itu, R pamit pulang.

## Field Note 8

Date : October 16<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	R tiba di sekolah dan menuju ruang TU untuk meminjam peralatan. Selanjutnya R dan ET memasuki ruang kelas XF ketika bel tanda pelajaran dimulai.
2.	R membuka pelajaran dan mengecek kehadiran Ss. Ternyata semua Ss hadir pada hari tersebut.
3.	R memulai aktivitas dengan menunjukkan beberapa gambar seperti gambar segelas kopi, nasi goreng, pizza dan bakso. R menunjukkan gambar tersebut untuk memberi gambaran kepada Ss mengenai materi pembelajaran pada hari tersebut. Ss tampak senang melihat gambar tersebut. Kemudian R menanyakan gambar tersebut dengan menunjuk Ss. R juga menanyakan jenis makanan favorit mereka dan bagaimana cara membuatnya. Namun, ketika ditanya mengenai cara pembuatannya, Ss tampak bingung.
4.	R selanjutnya menunjukkan video tentang cara membuat ice cream cup cone. Video tersebut digunakan untuk memotivasi Ss sekaligus memberikan gambaran tentang cara atau langkah-langkah membuat makanan tersebut. Semua Ss tampak serius melihat video tersebut sehingga suasana kelas tidak ramai. Setelah R

	memutar video tersebut hanya satu kali, R mengajukan beberapa pertanyaan untuk mengecek pemahaman Ss. Ternyata, Sebagian Ss secara antusias menjawabnya dan Ss dapat menjawabnya dengan benar.
5.	Setelah itu, R membagikan handout kepada Ss. handout tersebut berisi materi yang akan dipelajari Ss. Namun, karena jumlahnya terbatas, Ss harus berbagi dengan teman sebangkunya.
6.	R menyuruh beberapa Ss untuk membaca teks seperti cara membuat mie goreng, sandwich dan gudeg Yogya. Untuk memastikan semua Ss membaca teks tersebut, R menunjuk 2 Ss laki-laki yang sering membuat gaduh untuk membaca nyaring teks yang ada pada slide. Ketika kedua Ss tersebut membacanya, semua Ss mendengarkan dan ikut memperhatikan teks yang sks yang sedang dibaca. Hal ini membuat suasana kelas menjadi hening.
7.	Setelah setiap Ss membacanya, R tidak lupa untuk membenarkan pengucapan kata-kata dalam bahasa Inggris yang diikuti oleh semua Ss. R kemudian meminta Ss untuk menuliskan arti kata bahasa Inggris ke dalam bahasa Indonesia. Kata-kata tersebut sudah di list pada setiap handout. Namun, beberapa Ss tampak kesulitan mengartikan beberapa kata. Beberapa Ss tidak menggunakan kamus, sehingga Ss langsung bertanya pada R. R meminta Ss untuk berdiskusi bersama temannya atau meminjam kamus temannya. Setelah beberapa menit, R berkeliling kelas untuk mengecek pekerjaan mereka dan selanjutnya membahas jawabannya.
8.	Sebelum menutup pelajaran, R mengatakan bahwa akan ada hukuman bagi Ss yang tidak membawa kamus. R mengatakan “bagaimana kalau hukumannya nyanyi bahasa Inggris di depan kelas?” Ss menjawab “Setuju, Mis.”
9.	Setelah R dan ET berdiskusi di ruang guru, R pamit pulang.

## Field Note 9

Date : October 23<sup>th</sup>, 2012

Place : English Classroom

R : Researcher

ET : English Teacher

Ss : Students

1.	Pada pertemuan ke enam, seperti biasa R dan ET memasuki ruang kelas XF pada jam ke 5. R segera mempersiapkan peralatan yang akan digunakan. Selanjutnya, R
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	membuka pelajaran dan mengecek kehadiran Ss.
2.	R sedikit membahas pelajaran di minggu lalu. Selanjutnya, R menunjukkan teks yang berjudul <i>how to make jelly</i> . R menyuruh Ss untuk membacanya. Setelah itu, R menjelaskan tentang jenis teks tersebut dan menjelaskan mengenai teks <i>procedure</i> .
3.	R meminta Ss untuk membaca teks yang berjudul <i>how to make ginger coconut coffee</i> . Setelah itu, Ss diminta untuk menjawab pertanyaan yang ada pada handout. Setelah selesai mengerjakan, R dan Ss membahas jawabannya. R kemudian meminta Ss untuk menulis beberapa arti kata yang ada pada handout. R pun diminta untuk membuka kamus. Sesuai kesepakatan, Ss yang tidak membawa kamus diharuskan menyanyi bahasa inggris di depan kelas. Ternyata ada 3 Ss yang tidak membawanya, sehingga R menyuruh mereka menyanyi. Namun, hanya 1 Ss yang berkenan menyanyi di kursinya. R kemudian memperingatkan Ss kembali bahwa minggu depan Ss akan tetap dipaksa menyanyi jika tidak membawa kamus.
3.	R melanjutkan kegiatan lainnya dengan menunjukkan puzzle yang ditunjukkan melalui LCD. Ss diminta untuk bekerja dengan teman sebangkunya untuk mencari kata-kata yang terkait dengan bahan-bahan untuk membuat nasi goreng. R memberi kesempatan pada tiap bangku untuk maju dan emnuliskan jawaban mereka di papan tulis. R memngatakan kalau Ss yang maju akan mendapatkan hadiah. Ss tampak antusias untuk maju dan menuliskan jawabannya. Semua Ss dapat menjawabnya dengan benar.
4.	Setelah itu, R meminta Ss untuk menuliskan teks prosedur mengenai makanan favorit Ss. Ss diminta menuliskannya berdasarkan pegetahuan Ss karena walaupun Ss tidak dapat menyelesaikannya, tidak akan menjadi masalah. Ss akan diberikan waktu di minggu selanjutnya untuk merevisi tulisan mereka. R kemudian membagikan kertas yang telah disediakan untuk Ss. Selama proses menulis, R berkeliling kelas untuk membantu Ss yang kesulitan.
5.	Sebelum bel berbunyi, R sedikit merievew pembelajaran hari tersebut. R juga mengingatkan kalau minggu depan R akan membahas penggunaan code/symbols. Karena tidak ada pertanyaan, R menutup pelajaran dengan salam.

Field Note 10

Date : October 30<sup>th</sup>, 2012

Place : English Classroom

R : Researcher  
 ET : English Teacher  
 Ss : Students

1.	R membuka pelajaran dengan salam dan kemudian mengecek kehadiran Ss. Pada hari tersebut, ada 1 Ss yang tidak hadir. R kemudian mengecek apakah ada Ss yang tidak membawa kamus. Semua Ss menjawab kalau mereka membawanya. R membahas materi sebelumnya dan menjelaskan tujuan pembelajaran pada hari tsb.
2.	R menunjukkan list code/ symbol pada slide dan sedikit merievewnya. Selanjutnya, R menunjukkan beberapa tulisan Ss dan sedikit membahas penggunaan written feedback yang terdapat pada tulisan.
3.	R selanjutnya meminta Ss untuk merevisi tulisan mereka berdasarkan code dan comment yang diberikan R. Setelah itu, R membagikan tulisan Ss dan menyediakan kertas yang baru untuk menulis.
4.	Ketika mereka mendapatkan hasil revisian, R secara langsung menyuruh mereka untuk merevisinya. R juga menunjukkan instruksi yang harus dilakukan pada slide. Ss nampak memperhatikan. Setelah itu, R juga menunjukkan daftar kode yang sering digunakan. R kemudian membagikan kertas kepada Ss. Ketika Ss mendapatkannya, Ss segera memulai untuk merevisi kesalahan mereka tanpa membuat keramaian.
5.	Ketika Ss selesai menulis, R meminta Ss untuk mengumpulkan tugas mereka. Selanjutnya R menutup pelajaran dengan salam.
6.	Beberapa menit sebelum bel, R mewawancarai beberapa Ss mengenai penggunaan written feedback,
7.	Setelah itu, R dan ET berdiskusi dan sepakat untuk menghentikan cycle karena dianggap sudah cukup. Setelah berdiskusi, R berpamitan.

#### Field Note 11

Date : November 13<sup>th</sup>, 2012  
 Place : Teacher room

R : Researcher  
 ET : English Teacher

1.	Pada hari tersebut, R menemui ET untuk mendiskusikan nilai students' writing performance tasks. R menyerahkan penilaian R beserta produknya pada ET. ET meminta waktu pada R untuk memberikan penilaiannya.
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2.	Setelah selesai berdiskusi, R berpamitan.
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Field Note 12

Date : November 28<sup>th</sup>, 2012

Place : Teacher room

R : Researcher

ET : English Teacher

1.	R menemui ET untuk membahas hasil penilaian yang diberikan ET.
2.	Setelah selesai berdiskusi, R berpamitan.

# **APPENDIX E**

## **INTERVIEW TRANSCRIPTS**

## Interview 1

Date : July, 19<sup>th</sup> 2012

Place : Teacher's room

R : Researcher

ET : English Teacher

R	"Menurut Bapak, kesulitan apa yang biasanya dihadapi dalam mengajarkan bahasa Inggris?"
ET	"Begini, Mbak. Kemampuan setiap anak kan berbeda ya... jadi Bapak harus bagaimana caranya biar semua anak paham apa yang diajarkan. Tapi ya tidak mudah juga, karena itu tadi ada anak yang cepat paham ada yang mesti dibimbing baru bisa paham."
R	"Kalo di kelas anak-anak biasanya mengalami kesulitan apa?"
ET	"Dalam bahasa Inggris ya? Anak-anak biasanya kesulitan dalam vocabulary-nya. Kebanyakan mereka tidak banyak tahu kata dalam bahasa Inggrisnya. Jadi, biasanya Bapak suruh mereka untuk buka kamus. Itu untuk vocabulary. Kalau yang lainnya itu mereka kesulitan dalam grammar juga."
R	"Iya ya Pak...biasanya grammar memang susah ya buat anak-anak."
ET	"Iya... nulis aja belum banyak tahu ya kata-katanya, apalagi grammarnya. Tapi ya bertahap."
R	"Iya...oh, maaf, Pak. Biasanya Bapak mengajarkan menulis dengan cara seperti apa ya, Pak?"
ET	"Saya biasanya menyuruh anak untuk menulis saja."
R	"awalnya itu ada proses membuat draft dulu tidak, Pak?"
ET	"gag ada mba. Ya kalo pake draft dulu gak cukup waktunya."
R	"iya sih, Pak. Apalagi kalau harus mengejar materi ya, Pak."
ET	"Iya, mbak."
R	"kalo untuk writing, biasanya tugas anak dikumpulkan ya, pak?"
ET	"iya mbak. Nanti bapak baru kasih nilai."
R	"kira-kira ada revisian tidak Pak?"
ET	"yang seperti apa mbak?"
R	"balikin tugas siswa tapi yang sudah kita revisi begitu, Pak? Kaya mengganti penulisan yang salah atau memberikan code2 tertentu."
ET	"Oh, tidak ada mbak. Soalnya gak ada waktu mbak untuk merevisi sekian banyak pekerjaan siswa. Paling kalo sudah dikoreksi ya sudah bapak masukan nilai."
R	"kalau medianya biasanya Bapak memakai media apa?"
ET	"kalau untuk media sebenarnya di setiap kelas sudah ada LCDnya, tapi Bapak hanya memakai LKS saja."
R	"berarti hanya LKS saja ya Pak. Ada buku paket khusus tidak, Pak?"
ET	"untuk buku ada juga. Tapi tidak semua siswa punya, jadi Bapak pake LKS ini saja karena disini juga sudah lengkap."
R	"Oh, begitu. Terimakasih ya pak untuk informasinya."

## Interview 2

Date : July, 28<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Dek, boleh tanya-tanya gak?”
S28	“Duh... tanya apa Mbak?”
R	“ gak papa, nyante aja. Cuma mau tanya-tanya pelajaran tadi ko, ga usah takut. Ngomong-ngomong namanya siapa?”
S28	“ Mey, Mbak.”
R	“ oh... Mey, menurut kamu gimana pembelajaran tadi?”
S28	“ maksudnya, Mbak?”
R	“ menurutmu asyik ato gak, enak ato gak?”
S28	“ hehe... enak ko Mbak.”
R	“ tadi ngapain aja?”
S28	“ itu kaya biasanya ngerjain LKS.”
R	“ owh... gitu. Trus ada buku lainnya gak yang dipake biasanya selain LKS ini?”
S28	“ gak ada Mbak. Ada sih buku yang itu (menunjuk buku yang ada di meja temannya). Tapi gak pernah dibahas sama pak guru. Itu buat belajar kita.”
R	“Oke deh...makasih ya,Dek.”
S28	“ Iya Mbak, sama-sama”

## Interview 3

Date : July, 28<sup>th</sup> 2012

Place : English classroom

R : Researcher

Ss : Students

R	“Boleh tanya-tanya gak Dek?”
Ss	“ Boleh.. boleh, Mbak”(12) “tanya aja, Mbak. Gratis...hehehehe(16)
R	“ ni siapa namanya?”
	“ Aku? Rifky, Mbak. Kalo Dia Jokowi, Mbak.hehe...”(12)
R	“Iho ko bisa?”
Ss	“ soalnya temen-temen bilang aku mirip Jokowi.”(16)
R	“ tapi iya juga sih...kalau dilihat-lihat.hehehe...Rifky, menurut kamu gimana tadi pembelajarannya?”(12)
Ss	“Lumayan, Mbak. Tadi kita cuma dengerin dengerin guru terus jawab pertanyaan.”
R	“Biasanya buku apa yang digunakan ketika belajar b.inggris?”
Ss	“Ini mba...LKS ini.”(12)
R	“Ada yang lain gak?”

Ss	“Gak ada mba. Cuma LKS saja.”(12)
R	“Pingin gak kalo pake sumber bacaan lain?”
Ss	“Ya..mau mba. Biar beda.”(12)

## Interview 4

Date : July, 28<sup>th</sup> 2012

Place : English classroom

R : Researcher

Ss : Students

R	“Boleh ganggu bentar gak dek?”
Ss	“mau apa, Mbak?”(2) “Mbaknya siapa?”(13)
R	“kenalin, Mbak Ruri. Mbak, mau tanya-tanya dek, soalnya minggu kedepannya Mbak mau penelitian.”
Ss	“owh yang tadi dibilangin sama Pak Ari ya?”(13)
R	“Iya.”
Ss	“Asyik”(13) “dimana kuliahnya Mbak?(2)
R	“Mbak dari UNY. Tahu kan?”
Ss	“iya tahu”(2) “hehe....”(13)
R	“Mau tanya apa lagi malah lupa.hehehe...owh iya, gimana pembelajaran tadi menurut kamu?”
Ss	“kaya biasanya, Mb. Ngerjain LKS.”(2)
R	“trus apa lagi?”
Ss	“Cuma dengerin guru terus ngerjakan soal dari LKS.”(2)
R	“Bisa gak tadi waktu ngerjain?”
Ss	“Bisa”(13)
R	“kalau menurut kalian, yang paling sulit diantara 4 skill ada listening, reading, writing sama speaking itu apa?”
Ss	“aku gak suka nulis, Mbak. Jadi susah”(2)
R	“Jadi menulis ya yang susah. Oke, biasanya kalo sama Pak Ari kalo pembelajarannya pake media apa aja selain LKS? Apa pake LCD, atau tape gitu.”
Ss	“Belum pernah sih...”(2)
R	“terus kalo lagi pelajaran mendengarkan gak pake recording juga?”
Ss	“bapaknya yang ngomong Mbak. Kita cuma dengerin terus ngerjain soal. “kenapa to Mbak?”(13)
R	“Hehe...gapapa. ni pengen tanya-tanya dulu sebelum penelitian.”

Ss	“Berarti Mbaknya besok ngapain?”(13)
R	“ngajar kelas ini”
Ss	“Owh...”(13)
R	“Ya sudah, makasih ya,Dek”
Ss	“Oke, Mbak.”(2) (13)

## Interview 5

Date : September, 28<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Dek, Mbak mau tanya-tanya, sbelumnya namanya siapa?”
S25	“Vinda biasa dipanggil Lia, Mbak”
R	“Lia, tadi kan udah diajar sama Pak Ari. Suruh apa tadi?”
S25	“Anu, Mbak...membahas yang di LKS.”
R	“Ini ya LKSnya?”
S25	“Huuh...”
R	“kira-kira kalau membahas LKS terus suka gak?”
S25	“kalau aku sih agak bosan, Mbak. Pakenya LKS terus ngerjain”
R	“kalo kamu pengen pembelajaran yang kaya gimana?”
S25	“yang gak bikin ngantuk kaya pake video atau permainan.”
R	“video sama permainan ya. Dulu waktu di SMP sering?”
S25	“gak juga, tapi kan asyik Mbak?.atau keliling sekolah aja sambil jalan-jalan jadi gak di kelas terus”
R	“kalo Lia, menurut kamu skill apa yang paling susah?”
S25	“apa ya? Semuanya kayanya.”
R	“wah... berarti gak suka bahasa Inggris ya?”
S25	“gak juga sih... tapi kalau bahasa Inggris susah kata-katanya.”
R	“owh...gitu. oke deh makasih buat infonya ya”
R	“ Oke..oke.”

## Interview 6

Date : September, 4<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Dek, namanya siapa
S1	“A.B.”
R	“ Maksudnya?”
S1	“ Abi, Mbak.”



R	“ Abi, bisa gak tadi nulisnya?”
S1	“ Bisa, Mbak.
R	“ kalo tadi kesulitannya apa menulis?”
S1	“bingung mesti cari ide. Jadi mesti mikir lama.”
R	“ owh... tapi memang kalo nulis tu gak bisa instant langsung jadi. Ya udah, makasih ya Abi.”
S1	“Sama-sama, Mbak.”

## Interview 7

Date : September, 4<sup>th</sup> 2012

Place : English classroom

R : Researcher

Ss : Students

R	“kamu siapa namanya, Dek?”
Ss	“dua, hehe...”( 21)
R	“ ko dua. Berarti ada satu donk?”
Ss	“ iya. Soalnya namaku sama sama dia”(sambil menunjuk teman di depannya)
R	“ Emank nama kamu siapa?”
S	“ Ulfah Midiana, kalo dia Ulfah Atikah Sari.” ( 21)
R	“owh... jadi ada dua Ulfah tow?. Oh iya, tadi ada kesulitan gak waktu nulis”
Ss	“apa ya? “ tadi itu banyak gak tahu B. Inggrisnya, Mbak. Kan temanya lebaran jadi tadi bingung waktu mau nulis bahasa Inggrisnya kaya takbiran, solat idul fitri” ( 21)
R	“ owh.. vocabnya berarti. Tapi tadi bisa ngerjain kan?”
Ss	“Bisa, bisa ko” ( 21)
R	“kalo kamu siapa namanya?”
Ss	“Yustin” ( 31)
R	“ Yustin, kalo menurutmu apa kesulitannya waktu nulis?”
Ss	“Kalau menurutku itu...susah buat nyusun kalimatnya, Mbak.” ( 31)
R	“jadi ngurutinnya gitu ya. Ada subjek, ada predikat...gitu ya?”
Ss	“susah aja gitu, mbak kalo nulis. Itu menurutku” ( 31)
R	“owh gitu...oke makasih ya.”

## Interview 8

Date : September, 11<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Dek, ada yang mau ditanyakan gak soal penjelasan tadi?”
S27	“Gak ada, Miss.”
R	“Beneran? Kalo masih bingung tanya aja ya.”

S27	"Iya...Miss.udah jelas ko. Udah dijelasin di LCD tadi."
R	"jadi tadi kamu dengerin Miss.Ruri waktu nerangin?"
S27	" ya dengerin lah Miss.
R	"Menurut kamu membantu gak kalo belajarnya pake slide?"
S27	"iya, membantu."
R	"membantunya gimana?"
S27	"Kalo pake slide jadi lebih mudeng. Ada gambarnya juga jadi menarik dan gak bosan."
R	"Biasanya gak pake slide ya kalau diajarin bahasa Inggris?"
S27	"Gak, Miss"
R	"ya sudah dilanjut ngerjainnya."

## Interview 9

Date : September, 11<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	"Miss Ruri ganggu bentar ya. Udah selesai kan ngerjainnya?"
S2	"Udah, Miss.
R	"Tadi kan Miss Ruri ngajar recount pake slide. Mudheng gak?"
S2	"Mudheng Miss."
R	"kalo Miss.pake slide kaya tadi membantu gak?"
S2	"iya Miss."
R	" seneng gak kalo pake slide?"
S2	"iya, Miss. Kalo menurut aku bisa bikin gak ngantuk juga."
R	"Kamu sering ngantuk tow di kelas?"
S2	"Hehe...kadang-kadang kalau dengerin terus."
R	"Ayo ditumpuk tugasnya, sini."

## Interview 10

Date : September, 11<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	" Lia rame terus. Kamu tu ketua kelas lho."
S25	"Ya kan cuma mau tanya sama temen, Miss."
R	"Tapi dari tadi ngomong terus."
S25	"Tanyanya banyak Miss.hehe..."
R	"nih ta kasih pertanyaan aja deh. Kalau pertanyaanya did disini, jawabannya pake kata kerja berapa?"
S25	"Satu bukan?"

R	“Hmm... kalau ada did jawabannya pake kata kerja kedua. Jadi go menjadi apa kata kerja keduanya?”
S25	“went. Owh gitu ya...hehehe”
R	“kan dah dijelaskan pake past kalau dah terjadi.”
S25	“Kalau pertanyaan masih bingung Miss.”
R	“oya,menurutmu kalau Miss Ruri jelasinnya pake slide kaya tadi gimana?”
S25	“iya Miss, pake slide aja biar menarik.”
R	“Maksudnya menarik gimana tuh?”
S25	“ya kan jadi ngerti.gak bosan juga kalau pake slide.”
R	“Oke deh”

## Interview 11

Date : September, 11<sup>th</sup> 2012

Place : English classroom

R : Researcher

ET : English Teacher

R	“bagaimana menurut Bapak tadi pembelajarannya?”
ET	“ya sudah cukup baik, ya mba. Walaupun memang tadi anak laki-lakinya pada rame. Mereka juga ada yang malas baca teksnya.”
R	“iya, Pak. Mereka sulit untuk diperingatkan.”
ET	”ya gak apa-apa mba. Namanya juga anak-anak ya...besok diberikan kegiatan aja buat mereka yang rame. Biar mereka mau baca, suruh mereka membaca di depan kelas.”
R	“oh... iya, pak. Besok saya suruh mereka baca keras aja dari slide, gimana pak?”
ET	“owh iya, ndak apa-apa. Yang penting yang rame itu diberi kegiatan biar yang lainnya tidak terganggu.”
R	“baik, Pak.”
ET	“Anak laki-laki itu memang biasanya yang rame. Ya besok itu saja ya Mbak dikasih kegiatan.”
R	“iya, Pak. Ya sudah,kalau begitu saya pamit dulu ya Pak.”
ET	“oh.. iya, Mbak. Hati-hati”

## Interview 12

Date : September, 18<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“ini siapa ya namanya, Miss ruri lupa.”
S22	“hehe...Ulin, Miss”

R	“owh iya, Ulin” “Miss Ruri duduk disini ya...mau tanya. Ni temen kamu keluar?”
S22	“ke kantin kayaknya.”
R	“kamu gak istirahat?”
S22	“gak, di kelas aja, Miss”
R	“ hehe... Ulin, paham gak tentang recount text yang sudah Miss.Ruri jelasin?”
S22	“Paham, Miss.”
R	“bener? apa coba bagian dari recount text.”
S22	“tadi itu ada orientasi, event...”
R	“hayo apa lagi”?
S22	“reorientasi, Miss.”
R	“iya. Jadi ada orientasi, event, sama reorientasi.” “nantu dipelajari lagi ya bagian-bagiannya itu.Soalnya kita kan mau menulis besok-besok”
S22	“iya, Miss”
R	“kalo tentang simbol tadi sudah paham belum?”
S22	“masih bingung, Miss. Belum hapal simbolnya.”
R	“owh gitu. Ya dipelajari lagi ya...kan sudah ada list yang Miss Ruri bagikan tadi.”
S22	“iya, Miss”
R	“ya sudah, silakan dilanjut lagi yang tadi.”

## Interview 13

Date : September, 18<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“udah paham belum tentang recount, Abi?”
S1	“iya, Miss.Ruri.”
R	“kan ada 3 bagian dari recount tuh. Coba sebutin.”
S1	Anu... orientation, event sama reorientation”
R	“Ya, bener. Berarti udah paham nih?”
S1	“iya, Miss.hehe..”
R	“kalau simbol tadi sudah paham belum?”
S1	“tadi waktu dijelasin sudah paham, tapi kalau ngerjain lagi mesti pake panduannya itu.”
R	“ya itu panduannya dipelajari di rumah ya...kita besok masih pake itu sampe selesai.”
S1	“oke, Miss.”
R	“Oke thanks ya”

## Interview 14

Date : September, 18<sup>th</sup> 2012

Place : English classroom  
 R : Researcher  
 Ss : Students

R	“ini Reni. Kamu namanya siapa ya?”
Ss	“ vella, mb.”
R	“Oh iya, Reni sama vella. paham belum sama penjelasan Miss. Ruri tadi?”
Ss	“Paham, Miss.”
R	“Tadi Miss.Ruri jelasin apa?”
Ss	“teks recount”
R	“Tahu gak bagian dari recount?”
Ss	“yang 3 itu kan? Ada ori....”
R	“orientation”
Ss	“iya, itu.”
R	“apa lagi hayo...”
Ss	“hmm...event sama reorientation”
R	“ya bener... dipelajari lagi ya di rumah. Kalau penggunaan simbolnya sudah paham belum?”
Ss	“hmmm....gak, Miss.”(10) “belum paham. Soalnya kan belum pernah diajarkan sebelumnya, Miss”(23)
R	“tapi sudah ada yang ngerti kan walau sedikit?”
Ss	“iya...tadi lihat kertasnya.” (23)
R	“jangan lupa dipelajari lagi ya...”

#### Interview 15

Date : September, 18<sup>th</sup> 2012  
 Place : English classroom  
 R : Researcher  
 ET : English Teacher

R	“bagaimana menurut Bapak tentang pembelajaran hari ini?”
ET	“tadi sudah mulai mengajarkan simbolnya ya. Sebenarnya kalau menurut Bapak tadi menjelaskan simbolnya tidak perlu satu persatu dijelaskan grammarnya, cukup di tunjukkan di slide saja anak suruh baca soalnya pembelajaran grammar sudah tidak boleh.”
R	“tadinya juga saya berpikir seperti itu, Pak. Tapi melihat situasi anak sepertinya kalau hanya di show di slide mereka masih bingung, Pak.”
ET	“iya sih, Mbak. Bapak juga kadang bingung grammar tidak diajarkan tapi mereka masih kesulitan dalam itu gitu. Ya sudah besok ditunjukkan saja kalau belum paham. Tadi kan sudah dijelaskan satu-satu. Kalau banyak latihan nanti anak juga lama-lama paham”
R	“iya,,,pak. Soalnya ini kan baru bagi mereka juga ya Pak.”

ET	“iya...iya...mereka sebelumnya mungkin belum pernah tahu simbol-simbol itu. Sepertinya hanya itu catatan Bapak.”
R	“owh iya, kalau begitu saya pamit dulu, Pak”

## Interview 16

Date : September, 25<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Gimana tadi nulisnya?”
S17	“Asyik, Miss.”
R	“asyiknya gimana?”
S17	“berwarna kertasnya. ada gambar sama perangkonya juga, jadi semangat nulis.”
R	“Sebelumnya sudah pernah nulis postcard belum?”
S17	“Belum pernah”
R	“kalau nulis pake kertas berwarna kaya gini?”
S17	“hmmm...belum kayaknya. Dulu jarang nulis waktu SMP.”
R	“Owh gitu...”

## Interview 17

Date : September, 25<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Gimana tadi nulisnya?”
S28	“enak Miss.”
R	“kalo nulis postcard asyik gak?”
S28	“iya Miss. Aku baru pertama nulis postcard. Ini yang beda dari yang lain.”
R	“jadi baru kali ini ya nulis postcard?”
S28	“Iya, Miss.”
R	“seneng ya nulis postcard?”
S28	“iya, jadi tahu juga cara nulis surat.”

## Interview 18

Date : September, 25<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“bisa gak tadi waktu nulis?”
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S9	“bisa, Miss.”
R	“tapi tadi ko kamu tanya-tanya Miss Ruri terus?”
S9	“hehe... iya Miss, soalnya aku gak tahu kata-katanya Bahasa Inggrisnya.”
R	“ko gak di check di kamus?”
S9	“aku gak bawa kamus.”
R	“kenapa?”
S9	“males bawa, Miss.”
R	“Besok besok bawa kamus ya...tar Miss Ruri kasih hukuman lho.”
S9	“Apa Miss hukumannya?”
R	“Liat besok aja ya.”

## Interview 19

Date : September, 25<sup>th</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Rizki, ada kesulitan gak tadi waktu nulis?”
S13	“dikit, Miss.”
R	“apa yang sulit?”
S13	“gak tahu bahasa Inggrisnya.”
R	“oh... maksudnya vocabnya?”
S13	“iya...vocabnya.”
R	“Tapi overall bisa nulisnya kan? Maksudnya secara keseluruhan?”
S13	“bisa sih... sama tanya temen juga.”
R	“Ga bawa kamus?”
S13	“Gak, Miss.”
R	“Besok bawa ya...kan kita masih mau nulis lagi.”
S13	“Iya Miss, semoga gak lupa.hehe...”

## Interview 20

Date : October, 2<sup>nd</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“Satria Lala ya kamu? Doyan banget rame kamu ya.he..”
S14	“Hihi...”
R	“Tadi kesulitannya apa waktu merevisi tulisanmu?”
S14	“apa ya?”
R	“Coba di ingat lagi”
S14	“Itu Miss, aku gak tahu simbolnya. Sering lupa.”
R	“Berarti tadi gak bisa benerin dong?”

S14	“Uda bisa, Miss. Tadi aku liat kertasnya dari temen.”
R	“Kenapa gak dibawa kertasnya?”
S14	“He.. lupa, Miss. Gak tahu ditaruh dimana.”
R	“Dicari lagi ya.kalai ketemu ditempel di bukumu.”
S	“hehe...”

## Interview 21

Date : October, 2<sup>nd</sup> 2012

Place : English classroom

R : Researcher

S : Student

S23	“Miss..Miss...mau tanya kalau s/p itu apa ya?”
R	“Itu untuk singular atau plural. Apa itu singular?”
S23	“Satu kalau plural lebih dari 1”
R	“Ini salahnya apa coba?””
S23	“He..aku lupa Miss.Tahunya yang ini sama ini”
R	“Kan contohnya sudah ada di kertas yang Miss Ruri kasih. Coba dilihat lagi.”
S23	“Itu Miss. Hilang kertasnya.”
R	“ya kan bisa ngopy. Sekarang lihat punya temen dulu za.”

## Interview 22

Date : October, 2<sup>nd</sup> 2012

Place : English classroom

R : Researcher

S : Student

R	“sini duduk. Miss. Ruri mau tanya. Kelas ini ko rame banget ya? Udah diingetin masih juga rame. Trus pada gak bawa kamus juga.”
S1	“iya. Kita kan nyante orangnya. Aku bawa kamus ko, Miss.”
R	“so, should I give a punishment to the students?”
S1	“ yes, Miss. I agree with you.”
R	“ what punishment?”
S1	“ keluar aja Miss.”
R	“yah.. ntar malah masuk kantin.”
S1	“ya gak Miss. Keluarnya sebentar aja trus suruh masuk lagi.”
R	“besok suruh nyanyi aja gimana?”
S1	“ iya...gak apa-apa.”
R	“Beneran kamu setuju. Kamu mau nyanyi di depan?”
S1	“Ya kan aku bawa kamus, jadi aku ga maju Miss. Hehe..”

## Interview 23



Date : October, 2<sup>nd</sup> 2012  
 Place : English classroom  
 R : Researcher  
 S : Student

ET	"How was your feeling?"
R	"wah...Pak, hari ini anak-anak pada rame, Pak."
ET	(tersenyum)"tadi anak-anaknya pada ngumpul nanya-nanya bahasa Inggrisnya sama mba. Ruri ya?"
R	"hehe... iya, Pak. Mereka sering banget tanya bahasa Inggrisnya."
ET	"memang mba..anak-anaknya kan belum terlalu banyak kosakata bahasa Inggrisnya. Makanya bapak suruh mereka bawa kamus kalo sedang belajar."
R	"sudah saya suruh,Pak. Tapi tetep aja ada yang tidak bawa. Kalau saya beri hukuman bagaimana ya Pak kira-kira?"
ET	"hukumannya apa dulu."
R	"sepertinya mau saya suruh nyanyi bahasa Inggris di depan kelas,Pak. Daripada suruh keluar nanti malah mereka main."
ET	"iya, ndak apa-apa. Begitu juga baik."
R	"harapannya sih kalau ada peraturan gitu, anak-anak jadi mau bawa kamus daripada nyanyi kan mereka malu sepertinya."
ET	"iya... Mbak. Suruh ngomong aja kan kadang mereka gak PD."
R	"Iya, Pak. Jadi begitu aja ya Pak peraturannya."
ET	"Iya..iya silakan Mbak."
R	"Ya sudah kalau begitu Pak. Terimakasih waktunya."

#### Interview 24

Date : October, 30<sup>th</sup> 2012  
 Place : English classroom  
 R : Researcher  
 S : Student

R	"Mau tanya tadi symbol yang paling banyak apa?"
S22	"Yang kaya lamda."
R	"Apa itu maksudnya?"
S22	"mmm... ada yang kurang."
R	"Tapi sudah paham sama simbolnya?"
S22	"Paham."
R	"Kira-kira seneng gak pake symbol?"
S22	"Seneng pake simbol."
R	"knp?"

S22	“Bisa memperbaiki tulisan sendiri.”
R	“ada pesan sama Miss Ruri Gak. Besok kan dah gak ketemu lagi soalnya udah 7 pertemuan nih..seneng tow?”
S22	“Enggak..”
R	“Biasanya sama Pak Ari gak gini ya?”
S22	“ Gak, Cuma ngerjain disini”
R	“Ga papa...semoga sukses ya.”

## Interview 25

Date : October, 30<sup>th</sup> 2012

Place : English classroom

R : Researcher

Ss : Students

R	Ini Ulfah, kalo ini??? Wanda ya?
Ss	“Bukan, Yanti.”(21) “Yustin....”(31)
R	“Mirip Wanda, Ya..” “Ulfah dulu, simbol yang paling banyak apa?”
Ss	“P”
R	“Mudeng gak kira-kira?”
Ss	“Iya”
R	“Pke symbol seneng gak?”
Ss	“Iya lebih enak.”
R	“Tadi bisa memperbaiki sendiri ya?”
Ss	: “Iya”
R	“Kalo tadi ulfah symbol yang paling banyak apa?”
Ss	“Gag ada paling banyak.sama ja.”(21)
R	“Membantu gag?”(21)
Ss	“membantu”(21)
R	“Seneng gak kalo pake symbol gitu?”
Ss	“Seneng tapi kadang gag hapal. Harus lihat panduannya”(21)
R	“Kalo yustin yang paling banyak apa?”
Ss	“P”
R	“P untuk apa?”
Ss	“tanda baca.”(31)
R	“Suka gag kalo pake simbol?”
Ss	“Tapi Kalo aku sih mending pake simbol jadi tambah dong.”(18)
R	“Yang paling banyak kesalahannya apa?”
Ss	“P, titik koma.”(18)

R	“Overall kebanyakan titik koma ya walaupun cuma dikit. Itu biasanya then, first kalian gak pake koma.”
Ss	“Heeh..kebablasan” (21) “Aku tuh yang after that ga pake koma dulu malah langsung.” (18)
R	“Iya... jadi kebanyakan P ya simbolnya. Oke deh makasih...”

# **APPENDIX F**

## **STUDENTS' WRITING SCORES**

Students' Writing Performance Task Score  
Meeting 3

No	SS	Aspects															Scores
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	2	3	2.5	2	2	2	3	3	3	3	3	3	3	2	2.5	13
2	S2	3	3	3	2	2	2	3	2	2.5	3	3	3	3	2	2.5	13
3	S3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	S4	4	4	4	3	4	3.5	3	3	3	3	3	3	2	3	2.5	16
5	S5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2.5	14.5
6	S6	4	4	4	4	4	4	3	4	3.5	3	3	3	3	3	3	17.5
7	S7	4	3	3.5	4	4	4	3	3	3	2	3	2.5	3	3	3	16
8	S8	4	4	4	4	4	4	4	3	3.5	3	3	3	3	3	3	17.5
9	S9	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
10	S10	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14
11	S11	3	3	3	3	3	3	3	2	2.5	3	3	3	3	3	3	14.5
12	S12	4	3	3.5	4	4	4	3	3	3	3	3	3	3	4	3.5	17
13	S13	4	3	3.5	3	4	3.5	3	3	3	2	3	2.5	2	3	2.5	15
14	S14	4	3	3.5	3	3	3	3	3	3	3	3	3	2	2	2	14
15	S15	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16

16	S16	3	3	3	3	3	3	3	2	2.5	2	2	2	3	3	3	13.5
17	S17	4	3	3.5	4	4	4	3	3	3	2	3	2.5	4	3	3.5	16.5
18	S18	4	3	3.5	3	3	3	3	3	3	2	2	2	2	3	2.5	13.5
19	S19	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	17
20	S20	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
21	S21	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
22	S22	4	3	3.5	4	3	3.5	3	3	3	3	3	3	3	3	3	16
23	S23	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
24	S24	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	17
25	S25	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
26	S26	4	4	4	3	3	3	3	3	3	3	4	3.5	4	4	4	18
27	S27	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
28	S28	4	4	4	3	4	3.5	3	4	3.5	3	3	3	3	3	3	17
29	S29	3	3	3	2	3	2.5	3	3	3	3	3	3	3	3	3	14
30	S30	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
31	S31	3	4	3.5	3	4	3.5	3	3	3	3	3	3	3	3	3	16
32	S32	3	4	3.5	3	3	3	4	3	3.5	3	3	3	2	3	2.5	15.5
Total				109.5			100.5			95.5			90			89.5	483.6
Mean				3.53			3.24			3.08			2.90			2.88	15.6

Students' Writing Performance Task Score

Meeting 4

No	SS	Aspects															Scores
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
2	S2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
3	S3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	S4	4	4	4	4	4	4	3	4	3.5	3	3	3	4	4	4	18.5
5	S5	3	4	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
6	S6	4	4	4	4	4	4	4	3	3.5	3	4	3.5	4	4	4	19
7	S7	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
8	S8	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
9	S9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
10	S10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
11	S11	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
12	S12	4	4	4	4	4	4	3	4	3.5	3	3	3	4	3	3	17.5
13	S13	4	3	3.5	3	3	3	3	3	3	3	3	3	3	4	3.5	16
14	S14	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
15	S15	4	4	4	4	4	4	3	3	3	3	3	3	4	3	3.5	17.5
16	S16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15

17	S17	4	4	4	4	3	3.5	3	3	3	3	3	3	4	3	3.5	17
18	S18	4	4	4	3	4	3.5	3	3	3	3	3	3	3	3	3	16.5
19	S19	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3.5	18.5
20	S20	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3.5	19.5
21	S21	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3.5	19.5
22	S22	4	4	4	4	4	4	4	4	4	4	3	3.5	3	4	3.5	19
23	S23	4	4	4	3	3	3	3	4	3.5	3	3	3	3	4	3.5	17
24	S24	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	18
25	S25	3	4	3.5	3	4	3.5	3	3	3	3	3	3	4	4	4	17
26	S26	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4	19.5
27	S27	4	4	4	4	4	4	3	4	3.5	3	3	3	4	4	4	18
28	S28	4	4	4	3	4	3.5	3	3	3	3	3	3	4	4	4	17.5
29	S29	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
30	S30	4	4	4	3	4	3.5	4	3	3.5	3	4	3.5	3	3	3	17.5
31	S31	4	4	4	4	4	4	3	4	3.5	3	3	3	4	4	4	18.5
32	S32	4	4	4	3	4	3.5	3	3	3	3	4	3.5	3	3	3	17
Total				116			110			100.5			98			106.5	534
Mean				3.74			3.54			3.24			3.16			3.43	17.2

Ss: Students

R: Researcher

C: Collaborator

A: Average



Students' Writing Performance Task Score

Meeting 6

No	SS	Aspects															Scores
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	3	3	3	3	4	3.5	3	3	3	3	3	3	16.5
2	S2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
3	S3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
4	S4	4	4	4	3	3	3	4	4	4	3	3	3	3	3	3	16.5
5	S5	3	4	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
6	S6	4	4	4	3	4	3.5	3	4	3.5	3	3	3	4	4	4	17.5
7	S7	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	15
8	S8	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	18.5
9	S9	4	4	4	3	4	3.5	3	3	3	3	3	3	3	3	3	16
10	S10	3	4	3.5	3	3	3	3	3	3	3	3	3	3	4	3.5	16
11	S11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
12	S12	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	3	3.5	18
13	S13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
14	S14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
15	S15	4	4	4	3	4	3.5	3	4	3.5	3	3	3	3	3	3	17

16	S16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
17	S17	3	3	3	3	4	3.5	3	3	3	3	3	3	3	3	3	15.5
18	S18	3	3	3	3	3	3	3	3	3	2	3	2.5	3	3	3	14.5
19	S19	3	4	3.5	3	4	3.5	3	3	3	3	3	3	3	3	3	16
20	S20	3	4	3.5	3	4	3.5	4	4	4	3	4	3.5	4	4	4	18.5
21	S21	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
22	S22	3	3	3	3	3	3	3	4	3.5	3	3	3	4	4	4	16.5
23	S23	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3.5	15.5
24	S24	4	4	4	3	4	3.5	3	4	3.5	3	3	3	3	3	3	17
25	S25	3	3	3	3	3	3	3	3	3	2	3	2.5	3	3	3	14.5
26	S26	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	4	4	18.5
27	S27	4	4	4	3	3	3	3	4	3.5	3	3	3	3	4	3.5	17
28	S28	3	4	3.5	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	18
29	S29	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
30	S30	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	18
31	S31	4	4	4	4	4	4	3	4	3.5	3	3	3	3	3	3	17.5
32	S32	3	4	3.5	3	4	3.5	3	4	3.5	3	3	3	3	3	3	16.5
Total				113			106.5			106			98			105.5	525
Mean				3.53			3.32			3.31			3.06			3.29	16.4

Ss: Students

R: Researcher

C: Collaborator

A: Average

Students' Writing Performance Task Score

Meeting 7

No	SS	Aspects															Scores
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	4	4	3	3	3	4	4	4	4	4	4	3	4	3.5	18.5
2	S2	4	4	4	4	4	4	3	4	3.5	3	3	3.5	4	4	4	18.5
3	S3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
4	S4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3.5	19.5
5	S5	3	4	3.5	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	18
6	S6	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	19
7	S7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20
8	S8	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	4	4	4	18.5
9	S9	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	19
10	S10	3	3	3	4	4	4	3	3	3	4	4	4	4	4	4	18
11	S11	3	3	3	3	4	3.5	3	3	3	4	4	4	3	3	3	16.5
12	S12	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	18.5
13	S13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
14	S14	4	4	4	3	3	3	4	4	4	3	4	3.5	3	3	3	17.5
15	S15	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3.5	19.5

16	S16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
17	S17	4	4	4	3	4	3.5	4	4	4	3	3	3	4	4	4	18.5
18	S18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
19	S19	4	4	4	3	4	3.5	4	4	4	3	4	3.5	4	4	4	19
20	S20	3	4	3.5	3	4	3.5	4	4	4	4	4	4	4	4	4	19
21	S21	4	4	4	3	4	3.5	4	4	4	4	4	4	4	4	4	19.5
22	S22	4	4	4	3	4	3.5	4	4	4	4	4	4	4	4	4	19.5
23	S23	3	4	3.5	3	4	3.5	3	4	3.5	3	3	3	4	4	4	17.5
24	S24	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	4	4	4	18.5
25	S25	4	4	4	3	4	3.5	3	3	3	3	4	3.5	3	4	3.5	17.5
26	S26	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	S27	3	3	3	4	3	3.5	4	4	4	3	3	3	4	4	4	17.5
28	S28	3	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4	19.5
29	S29	4	4	4	3	3	3	3	3	3	4	4	4	3	3	3	17
30	S30	4	4	4	4	4	4	3	4	3.5	4	4	4	4	4	4	19.5
31	S31	4	4	4	4	4	4	3	4	3.5	3	3	3	4	4	4	18.5
32	S32	3	4	3.5	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	18
Total		114			111			11.5			110			114.5			561
Mean		3.7			3.58			3.59			3.54			3.7			18

Ss: Students

R: Researcher

C: Collaborator

A: Average

# **APPENDIX G**



## **SAMPLES OF STUDENTS'**

### **WRITING**


### Third Meeting

Tell the story about what you did in the holiday:

1. Glue some photographs/ a stamp of your holiday on a piece of paper
2. Start by greeting someone to whom your postcard is going to be sent.
3. Give information about the place you visited.
4. Remember about the parts of recount text.
5. Don't forget to use one of the gambits: expressing pleased.
6. Give your regards at the end of the letter.

{ } = dihilangkan  
Cap = Capital  
Letter  
(huruf besar)




Dear Fidyah,

Hi, Fidyah. How are you? I hope you're always healthy. I want to told you about my holiday at Waterboom in Solo.

Last week, my sister and I went to waterboom in Solo. First, we were played canoe. it was first. I Played Canoe. And then, we were swam in the swimming pool. After we swam, we played flying fox and out bond. After that, we were tried to planted watermelon and bought water melon. We are very tired but I felt happy. after we ate, we were back to home.




This is my experience when I spend my holiday.

Big and warm hug,



Nur Fidyah P.  
Ahmad Yoni Street  
No. 2, Surabaya  
Jawa Timur

Talitha Ardelia

Yogyakarta, Indonesia


Dear Rabel

How are you? I hope you always healthy. I want to tell you about my holiday when I was fifth grade in Surabaya.

I and my Sister went to Surabaya without our parents. My Grandma picked me up from Jogja and brought us to Surabaya. I spent my 2 weeks holiday in Surabaya and visited Water Park and alun-alun. I went to water park with my aunt. We went in the morning and came home in the afternoon. I very happy when my aunt bring us to Water Park. Before the day we went to Water Park we went to alun-alun. But caused nothing we could see in alun-alun we came home. After visited Water park I got sick. I very sad because I couldn't go anywhere. Three days before I went back to Yogyakarta. My Grandma and My Grandpa brought us to Wonokromo Market. I felt very happy.

Can you tell me aboutt you holiday?

best wishes  
shinta



Rabel  
Jl. Wachid Hasyim  
no. 5, Pringgadani  
Sleman, Indonesia

### Fourth Meeting

Revise your recount text (postcard) based on the code you have got. Do it by yourself.

Dear, Ipho

Hello! How are you? I hope you are fine. My family and I are fine too.




What about your holiday? Is that fun?

I want to tell you about my holiday in Bandung. We went to Bandung with train on Friday. We went to grandma's house. Then, we went to aunt's house. After that, we went to "Rumah Sosis"! Do you know what? They sold many delicious sausages and ice cream! We ate sausages and ice cream there, very delicious! After that, we bought some souvenirs and went back to grandma's house. You know what? On the way, the street was very crowded! We spent some hours in the street. I was very happy with my holiday!

I want to hear your holiday experience, please reply my letter ~ and I'll wait!

Your bestie,

Okidvia Saraswati

Ipho  
Perum Blotan Blok  
12 Wekomartani  
Ngemplak, Sleman,  
Yogyakarta



Revise your recount text (postcard) based on the code you have got. Do it by yourself.

Hello, Andy

How was your holiday? I hope you have a fantastic holiday and don't be shy to share it with me.

Last holiday, I got a fantastic holiday. I and some of my friends went to Depok beach. It is located in the southern part of Yogyakarta. It was a great place. There, you can see a beautiful wave, a soft beach sands, and an amazing scenery of Depok beach.

First, we swim at the beach. The water was very fresh. Then, we helped the fisherman to move his boat to the side of the beach. Next, we ate burnt cakalang fish. After we were satisfied, we went home together.

That's my fantastic holiday. Let me know about your holiday.

Sincerely  
Muhammad Yusuf



Andy Carroll  
Anfield Street,  
Liverpool, England

Revise your recount text (postcard) based on the code you have got. Do it by yourself.

Dear Reni,

Hello Ren, how are you? I hope you're in a good health. I want to tell you about my experience. I hope you like it.

Last holiday, my friends and I went to Gembira Loka zoo in Yogyakarta. We went there by walking because it is near from my house. We arrived there in the afternoon.

There were many kinds of animals in the zoo. We started by looking Tapir. Its noise is unique. Then we continued our tour. We entered a reptil park. There were many kinds of reptiles like lizard, frog, snake, comodo, etc. And then, we continued our tour again.

After we arrived there for five hours, we took a rest at the rest room and went to shop to buy icecream.

Then, we walked home together in the evening.

I'm so happy. I hope we can have a trip. I think it's enough. I wait your reply.

Justin



Godean Village,  
no 2 Bintara  
South Jakarta,  
Indonesia



## Sixth Meeting

Name: Widha Putri Pangestu

No: XF

Find a recipe of your favorite food or drink. Then, tell about how to make it to your friends.

### How To Make Fried Rice

Hello my friend :) Have you ever eaten a Fried Rice? All right, Uhm..... do you know how to make a Fried Rice? No? Would you like me to write for you? read it please.

Materials :

- ↳ a bowl of Rice
- ↳ a <sup>little</sup> salt
- ↳ {a} egg
- ↳ 3 garlcs
- ↳ 4 onions
- ↳ soy sauce
- ↳ a cucumber

First, mash of a garlic and onion. Then, Heat the oil on stove. After that, let it heat, put spices <sup>s/p</sup> in to <sup>art</sup> frying pan. Next, put a bowl of rice and mix with spices. Now, put one pack soy sauce and stir over well. Finally, serve the fried rice on a plate and remember to top them <sup>cap</sup> with two slices of cucumber. Now, you can deserve a Fried Rice :) geez ....

C = 4  
O = 3  
V = 3.5  
L = 3  
M = 3.5

} 17.

Teacher's comment: Secara keseluruhan sudah baik.  
Perhatikan penulisan huruf besar/kecil.  
Dan perlu di ingat jika Menulis paragraf,  
Line pertama diharuskan menjorok kekanan.  
Good luck ....

Name: Giovanni Ega Chorisma

No: 3

Find a recipe of your favorite food or drink. Then, tell about how to make it to your friends.

### How to make fried rice

Hello friend, I want to tell you how to make a delicious Fried rice. The ingredients are onion, garlic, salt, egg, pepper, chili, ketchup, rice, oil.

And the equipment are blender, frying pan, spatula and knife. First, blend the onion, garlic, salt and pepper, and be a flavor. Next, slice the chili with the knife.

Next, serve the frying pan with low fire.

~~Next~~ Then, fry the flavour and then mix the? with the rice and slice of chili. Then add the egg and the ketchup. Mix that in 15 minutes. Then serve in plate.

Teacher's comment: Good Job. Tapi tolong

Perhatikan penulisan huruf & tanda baca & tambahkan closing-nya. Ajakan untuk mencoba resep kamu. Perhatikan juga cara menulis paragraf. Good luck.

Name: Maria Ivana Witanto

No: 06

Find a recipe of your favorite food or drink. Then, tell about how to make it to your friends.

### How to Make Omelette

Hello guys! Did you know omelette? And do you know how to make it? Uhm.. if you don't know, i'll tell you about how to make omelette. All you ready, guys? Okay, let's do it!

To make omelette, you need some ingredients:

- 2 eggs
- 1/2 tsp. salt
- sausage
- some white pepper
- carrot
- broccoli
- cheese
- oil

Okay, first put sausage, carrot, and broccoli and slice into a small pieces. Then, put eggs, sausages, carrots and broccoli into a bowl. Put some white pepper and 1/2 tsp of salt. Next, mix all ingredients. Then, heat a frying pan. Put some oil into a frying pan. Okay guys, let's fry it. Wait for 5 minutes until it's done. Take omelette into a plate. Don't forget to garnish the omelette. Sprinkle some cheese on top. Finally, omelette is ready to serve ^^






Teacher's comment:

closingnya bisa ditutup dengan kalimat/ajakan untuk mencoba resep yang kamu buat.  
Overall sudah baik.

## Seventh Meeting

Revise your paragraph telling about how to make your favorite food or drink. Pay attention to the codes/ symbols that you have already got.

Name : Widha Putri Pangestu  
No : Xf / 17

### How To Make Fried Rice


Hello my friend :) have you ever eaten a fried rice ? All right uhm ... do you know how to make a fried rice ? No ? Would you like me to tell it for you ? okey . Here we go.



**Materials :**






- ~ a bowl of rice
- ~ a egg
- ~ 3 garlies
- ~ 4 onions
- ~ a little salt
- ~ soy sauce
- ~ a cucumber

First, mash of 3 garlies and 4 onions . Then , heat the oil a stove . After that , let it heat , put spices in to ~~are~~ frying pan . Next , put a bowl of rice and mix with spices . Now , put one a plate and remember to top them with two slices of cucumber.

Now, you can serve a fried rice :)  
Yeee !!!





Revise your paragraph telling about how to make your favorite food or drink. Pay attention to the codes/ symbols that you have already got.

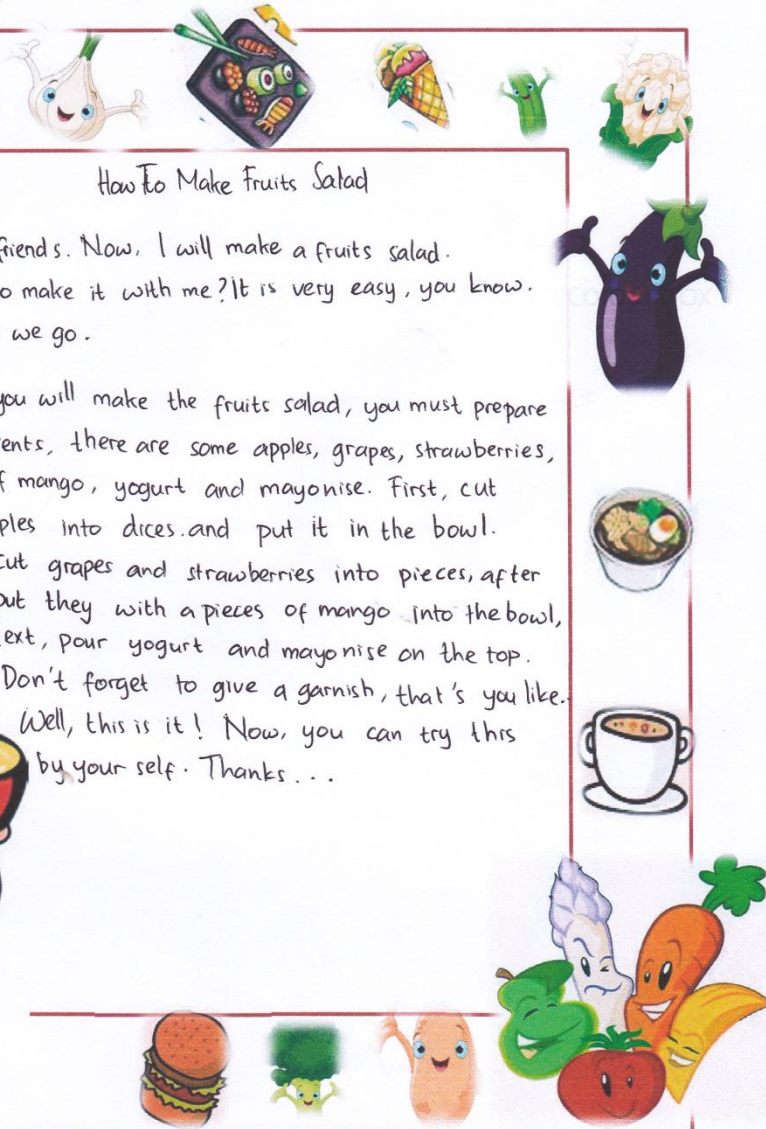
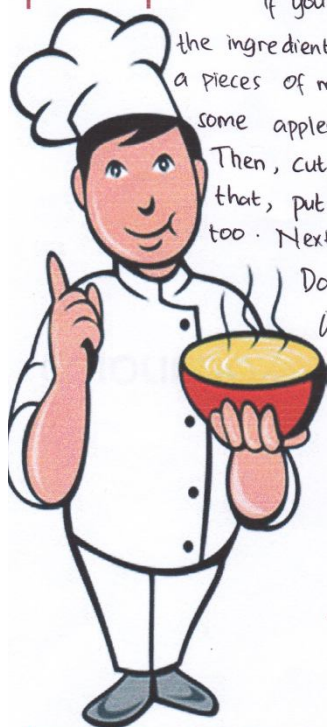
Name : Ulinnuha Fahmi  
No : 22.

### How To Make Fruits Salad

Hi, friends. Now, I will make a fruits salad.  
Do you like to make it with me? It is very easy, you know.  
Okey! Here we go.

If you will make the fruits salad, you must prepare the ingredients, there are some apples, grapes, strawberries, a pieces of mango, yogurt and mayonise. First, cut some apples into dices and put it in the bowl. Then, cut grapes and strawberries into pieces, after that, put they with a pieces of mango into the bowl, too. Next, pour yogurt and mayonise on the top.

Don't forget to give a garnish, that's you like.  
Well, this is it! Now, you can try this by your self. Thanks...



# **APPENDIX H**

## **PHOTOGRAPHS**



The students arrange the jumble sentences in the groups seriously



The teacher communicates with students about the difficulty



The teacher facilitate the students with the LCD



The students revise their text based on the written feedback

# **APPENDIX I**

## **PERMIT LETTERS**





**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**

Kompleks Kasatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070:7035N/7/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY  
Tangga : 30 Juli 2012

Nomor : 985a/UN.34.12/PP/VIb/2012  
Perihal : IIIn Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2005, tentang Perizinan bagi Pengrujan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen, Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah,

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2008 tentang Pedoman Pelayanan Penelitian, Rekomendasi Pelaksanaan Survei, Penelitian, Pengabdian, Pengkajian, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : RURI SUSANTI NIP/NIM : 07202244109  
 Alamat : Karangmalang Yogyakarta  
 Judul : USING WRITTEN FEEDBACK TO IMPROVE TEACHING AND LEARNING PROCESS OF  
 WRITING AT XF CLASS OF SMA NEGERI 1 DEPOK IN THE ACADEMIC YEAR OF  
 2012/2013  
 Lokasi : - Kota/Kab. SLEMAN  
 Waktu : 31 Juli 2012 s/d 31 Oktober 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang Jogjakprov.go.id](http://adbang Jogjakprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan ditubuhi cap institusi;
3. Ijin ini hanya digunakan untuk keperluan ilmiah, dan pemegang ijin wajib mematuhi ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang Jogjakprov.go.id](http://adbang Jogjakprov.go.id);
5. Ijin yang diberikan dapat dicabut sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 31 Juli 2012

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan  
Urb.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (subagai aporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang bersangkutan



**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimile (0274) 868800  
Website : www.bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

**SURAT IZIN**  
Nomor : 070 / Bappeda / 2400 / 2012

**TENTANG**  
**IZIN PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Ijin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor : 070/7035/V/7/2012 Tanggal : 31 Juli 2012 Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada	:	RURI SUSANTI
Nama	:	07202244109
No.Mhs/NIM/NIP/NIK	:	S1
Program/Tingkat	:	UNY
Instansi/Perguruan Tinggi	:	Karangmalang, Yogyakarta
Alamat instansi/Perguruan Tinggi	:	Jl. Gejayan Gg. Endra 5 Caturtunggal, Depok, Sleman, Yogyakarta
Alamat Rumah	:	085743732282
No. Telp / HP	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul :
Untuk	:	"USING WRITTEN FEEDBACK TO IMPROVE TEACHING AND LEARNING PROCESS OF WRITING AT XF CLASS OF SMA NEGERI 1 DEPOK IN THE ACADEMIC YEAR OF 2012/2013"
Lokasi	:	SMA Negeri 1 Depok
Waktu	:	Selama 3 bulan mulai tanggal : 31 Juli 2012 s/d 31 Oktober 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman  
Pada Tanggal : 02 Agustus 2012

**Tembusan :**

- |   |  |
|---|--|
| 1. Bupati Sleman (sebagai laporan)                        | a.n. Kepala Badan Perencanaan Pembangunan Daerah |
| 2. Kepala Kantor Kesatuan Bangsa Kab. Sleman              | Sekretaris                                       |
| 3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman | u.p. Kepala Bidang Pengendalian dan Evaluasi     |
| 4. Kepala Bid. Sosbud Bappeda Kab. Sleman                 |  |
| 5. Camat Depok  |  |
| 6. Kepala SMA Negeri 1 Depok                              |  |
| 7. Dekan Fakultas Bahasa dan Seni UNY                     |  |
| 8. Yang Bersangkutan                                      |  |

Dra. SUCI IRANI SINURAYA, M.Si, M.M  
 Pembina IV/a



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 553343, 548207 Fax: (0274) 548207  
<http://www.fbs.uny.ac.id/>

Nomor : 965a/UN.34.12/PPM/12/2012  
 Lampiran : 1 Berkas Proposal  
 Hal : Permohonan Izin Penelitian

HRM/PS/114/  
 12 Juli 2012

30 Juli 2012

Kepada Yth.  
 Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Provinsi DIY  
 Kompleks Katedral-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

*Using Writing Feedback to Improve Teaching and Learning Process of Writing at XF Class of SMA Negeri 1 Depok in Academic Year of 2012/2013*

Mahasiswa dimaksud adalah:

Nama : RURI SUSANTI  
 NIM : 07202244100  
 Jurusan/Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Agustus – September 2012  
 Lokasi Penelitian : SMA Negeri 1 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperturnya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Wakil Dekan I  
  
 Dr. Widyastuti Purbani, M.A.  
 NIP.196-0524-195001-2-001